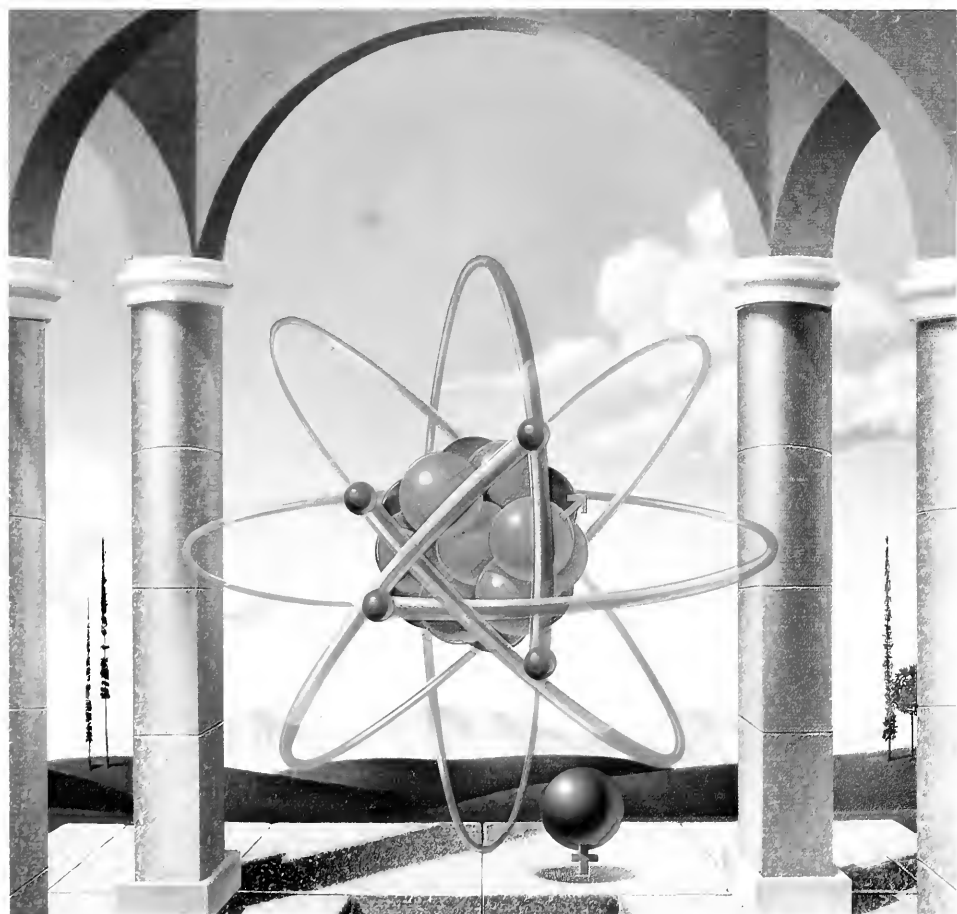


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COLLEGE

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A campus often reflects the currents of the rest of the world. Agnes Scott seems no different. Our cover story on the sciences explains the shortage of women and minorities in scientific and technological fields, and what Agnes Scott intends to do about it. Key parts of the Centennial Campaign will make those plans possible.

Aluma Margaret Beain '82, profiled on Page 16, is just one example of what Agnes Scott women achieve when they do enter the sciences. Ms. Beain is a payload specialist with NASA's shuttle program.

On another track, the coming presidential election has spawned endless rhetoric about leadership and how badly the country needs it. The article on Page 22 portrays the less visible leadership of the trustees of the College. Unpaid, and often recognized by the campus at large, they grapple with long-term issues facing the institution.

Last fall President Ruth Schmidt proclaimed this the "Year of Diversity" on campus. This focus, and a presidentially appointed Committee on Diversity, has prompted discussion and consideration of the meaning of community, education, diversity and belonging. The article on Page 26 by Managing Editor Stacey Noiles looks at the experiences of black students on predominately white campuses. She talked with administrators, students, faculty and black alumnae in the course of her research.

The College is working on its racial relations. The annual Staley Lecture Series this year focused on racism, led by the Rev. Rebecca Reyes, the first Hispanic woman to be ordained a Presbyterian minister. In one panel discussion, black staff and



students told some of their experiences with racism on campus. These experiences tended to echo the view of Robert E. Pollack, dean of Columbia College: "If you don't have a friend of another race in college, it becomes less likely that you will at any point after that."

I can see some changes. I am white. My daughter Jennifer, now 5, has long had friends of other races in our East Lake neighborhood. Yet not long ago she came to me distressed after playing next door with a friend who is black. My neighbors had company, half a dozen adults my daughter did not know. "I don't know anyone's name," she cried. "Just ask Anna to introduce you," I said. "I did," Jennifer protested. "But they all look alike."

After stopping to consider the vantage point of a waist-high 5-year-old, I realized that in skin color, hair style, eye color and height, this family did "all look alike" to her — *because she didn't know them as individuals.*

As a small community, Agnes Scott offers us the chance to know one another as individuals. In knowing each other, we face our differences. We can accept and celebrate them.

At the end of the Apostle Paul's hallmark chapter on love in I Corinthians, he wrote: "Now, we see through a glass darkly, but then — face to face." That sounds true for me in race relations, too.

Knowing is not without conflict — the kind of give-and-take growing that happens in families all the time. As I am known in relationships, I find myself changed. When families — or communities — really work, it seems that everyone struggles and learns and changes. There is integration; and we all become whole. —Lynn Donham

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Like other content of the magazine,
 this article reflects the opinion of the writer
 and not the viewpoint of
 the College, its trustees, or administration.

It was a bit of a jar to read in an Agnes Scott publication a letter that takes a swipe at evolution and humanism (Caro McDonald Smith '58, Fall 1987 Magazine).

I had fondly supposed that anyone with an Agnes Scott education, or, for that matter, with a liberal arts background obtained anywhere, would have a more accurate perception of the preeminent position both evolution and humanism hold in the long history of man's effort to arrive at truth.

What would Miss MacDougall [Biology, 1919-1952] think of such rejection of the structure that supports the science of biology? What would Miss Jackson [History, 1923-1952] think of the implied denigration of great thinkers down through the centuries like Confucius, Buddha, Protagoras, Epicurus, Erasmus, and Thoreau?

To coin a phrase, they would probably turn over in their graves.

Helen Rulley Hartley '29
Boca Raton, Fla.

What a delightful surprise to find myself in the centerfold—actually at the center of the centerfold! Our class of 1939 had the privilege of a pivot point to look back to the beginning and to look forward to the Centennial. I feel awed with a sense of history!

Many thanks for the honor.

Mamie Lee Finger '39
Knoxville, Tenn.

I very much enjoyed reading the article on my career that appeared in the spring issue of the Agnes Scott Alumnae Magazine. The article represented my work well and conveys the strong feelings I have regarding the future that is possible for children with special needs when their family members and professionals work together.

Often I reflect on my education at Agnes Scott and am eternally grateful for the opportunity to study there. Faculty members at Agnes Scott were wonderful models as well as teachers, and it was from many of them that I acquired my zeal for learning and teaching.

Rebecca R. Fewell '58
Seattle, WA

Agnes Scott
Alumnae Magazine

AGNES SCOTT

Spring 1988
Volume 66 Number 1

Luring Scholars to Science

Page 10



*As the field faces
losing its critical
mass, science turns
to untapped sources
for new talent.*

Payload Payoffs

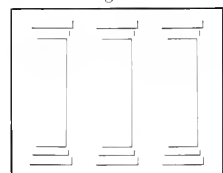
Page 16



*The long wait for the
next space shuttle
has not dimmed
alumna Margaret
Beain's enthusiasm
in the least.*

Black and White Does Not Equal Gray

Page 22



*How are black
students faring on
predominately white
college campuses
these days?*

Subtle Strengths

Page 26



*College trustees are
the often-invisible
anchors of an insti-
tution. The first of a
two-part look at
Agnes Scott's board.*

Page 4
Lifestyles

Page 34
Finale

Howard's mountain retreat parlays into home design firm

Sell the house. Get the kids in the car. Leave the Big City and that high-pressure job. Build your dream house overlooking a lake in the North Georgia mountains.

How often have you been tempted to cash in the chips and do just that?

Johnny and Natalie Stratton Howard '53 did. No regrets.

The Howards' head-for-the-hills saga started in 1966. "I had been working for the Hotpoint division of General Electric for 20 years," Mr. Howard said. "It was a real high pressure job. One day I told Natalie that if she wanted to see

me live past 40, we were going to have to get out of this mess."

Meanwhile, Mrs. Howard, who has a chemistry degree from Agnes Scott, had a mess of her own, running a household consisting of their three young children Brad, Scott and Cindy, and working part time doing tracings for an Atlanta architect.

Her part-time tracing job, and study of drawing and design books, expanded to drawing house plans for friends in the Howards' College Park neighborhood. Before long Mrs. Howard also was drawing custom house plans for the "airplane people" who lived near Hartsfield International Airport. Her part-time job

was fast becoming a full-time business.

But the Howards knew that the time had come to leave Atlanta and follow their dream to live in a less hectic environment north of the city. So they sold their nice house in the suburbs, Mr. Howard turned in his resignation, and in December 1966 they moved to North Georgia and into their dream house?

Not yet.

Finding someone in the remote North Georgia mountains to build a house isn't quite as simple as picking up the Yellow Pages. At least that's not how the unorthodox Howards approached the challenge.

"I was driving down the

road along Lake Burton, and I saw this old man building a boat dock," said Mr. Howard. "I got out of the car and asked him if he knew anything about building a house. He said yes, so I asked him if he would help me build ours. His name was Ed Silber and he was 83 years old.

"At first he said he would work for free and told me 'I'd do anything just to get away from Miss Carrie [his wife],' but I couldn't let him do that," laughed Mr. Howard.

"So I paid him \$2 an hour and became his apprentice," Mr. Howard said. "I found another man who did rock work and had him lay the foundation, and he [Silber] taught me all about framing a house."



ALAN JOURNAL/CONTRIBUTION

They began work on the 1,800 square-foot, two-story house in February '67, and finished 3 months later. But it wasn't exactly equipped with all the modern conveniences.

"We had to go down to Wood's Store to get water for drinking and cooking," Mrs. Howard said. "They didn't charge us for it, that's the way people just help each other out up here."

Fortunately this major inconvenience was short-lived.

"We had a spring on the property, and I found out from some of the locals how to build a reservoir to hold water for the house," Mr. Howard said.

But the family didn't live happily ever after in their new house.

Mrs. Howard drew a plan for a bigger dream house that they thought would look perfect on a one-acre knoll adjacent to their property overlooking the lake.

In March 1970 they sold their "old" dream house along with 35 acres to a retired Atlanta physician and bought the acre home-site next to their remaining 9 acres.

The Howards' lake-view residence is a two-story gray-stained, cypress siding country home with dormer windows, front porch and an adjoining two-car garage.

Inside, Mrs. Howard designed a marvelous, open floor plan.

The Howards' beautiful

home has a special claim to fame, too. It was used in the movie "The Four Seasons" starring Alan Alda and Carole Burnett, filmed in March of '80.

"At one time, we had 80 people from the film crew up here for about 10 days," Mrs. Howard said.

"Because our house is rustic, I let them nail overhead lighting into our exposed beams for filming

Mrs. Howard said that she seldom draws custom home plans any more—"Maybe three or four a year."

While it's not unique for a residential designer to offer a wide range of floor plan sizes in their home plans books, Mrs. Howard said that she tries to offer special touches such as French doors and split floor plans for even her smaller (under 1,300-

**"We had to go down to
Wood's Store to get water for
drinking and cooking.
They didn't charge us for it, that's
the way people just
help each other out up here."**

inside the house," she said. "Of course, you couldn't have done that in a more finished house, but in our house it just gave the wooden beams a more distressed look."

But, quite bluntly, how do the Howards manage the mortgage payments on such a mountain estate?

Natalie Howards' home plans business was meanwhile growing by leaps and bounds. In fact, it was becoming a little overwhelming for Mrs. Howard to handle, so Mr. Howard (who had been helping her all along) decided to make it official and became her business partner.

In 1973, the Howards incorporated the mail-order home plan business, Custom Home Plans Inc.

square-foot) home plans.

Mrs. Howard, whose plans book features country homes, was also aware that people want tips on how to create the country look indoors and out.

So in 1973, Mrs. Howard published a companion to her home plans book, "Country Features by Natalie." It's a collection of architectural ideas and finishing tips picturing actual rooms of the Howards' home along with detailed sketches and notes on how a particular look was obtained.

Although Mrs. Howard admits the details and treatments may not be quite authentic to a particular time period, she contends that her point was to capture the essence

of the simpler homestyles of long ago.

"It's much easier to find reproduction country architectural accents now," Mrs. Howard said. "To make a homemade door, my book recommends buying 8-inch metal T-hinges and spray-painting them black, because at the time that was the easiest way to get that old look. Now, it's no problem to find iron door hinges."

Mrs. Howards' book even includes finishing tips for stains and paints that can add to the rustic look and at the same time preserve and protect woodwork. Sources of old-time light fixtures and other architectural details are also given, along with a bibliography of helpful publications on early American life.

There's an obvious question for Mrs. Howard: How could a homemaker with three children find time and strength to follow her dream?

The talented and often philosophical Mrs. Howard replied with a smile and a look at her husband: "Having a wonderful, supporting husband helped a lot. The children were also very young when I was getting started. And I never set any limits on myself."

—Mark Stith

This article is reprinted with permission from the Atlanta Journal and Constitution.

Daughter's healing leads to church vocation for Weida

The woman who later became president of the First Church of Christ, Scientist, caught her first glimpse of a Christian Scientist during freshman year at Agnes Scott.

"I was looking out the window and saw this girl going across the courtyard," Jean K. Williams Weida '40X recalls. "A fellow student was standing next to me and she said, 'There she goes.' I asked what she meant, and she said, 'She's a Christian Scientist' and I asked, 'What's that?'"

"So it's amazing when I think about it that I ended up here when I didn't know anything about it."

Here is the massive 21-story world headquarters of the Christian Science Church in Boston, where Jean Weida ended her one-year term as president in June. Appointed by the church's board of directors, "the post is honorary and conferred upon a church member in recognition of outstanding and dedicated service," according to Nathan Talbot, a spokesman for the church. Duties vary from year to year, but include chairing the church's annual meeting and representing the denomination in public and interfaith functions. Mrs. Weida represented the church when Boston's King's Chapel celebrated its 350th anniversary.



ANON IM. CHITEN

Most people eschew the lengthy official title and refer to the edifice over which Jean Weida presided as the Mother Church. It anchors the 109-year-old denomination founded by Mary Baker Eddy, which includes 3,000 congregations in some 50 countries.

Jean Weida grew up in Hickory, N.C., "a little place between Charlotte and Asheville," never dreaming that her affiliation with the church

would take her all over the world.

"I grew up Presbyterian," she says of her inauspicious start. "My grandfather was a Presbyterian minister. My other grandfather was a doctor." When Mrs. Weida's only child was 3, she became gravely ill. Her daughter recovered, despite the dire prognosis. "I knew the healing had come through prayer, even though she was operated on," says Mrs. Weida.

"The surgeon told me he knew there was a power much greater than us responsible for this."

For a year, Mrs. Weida prayed and probed her faith. One day someone gave her a copy of the Christian Science textbook, "Science and Health with Keys to the Scriptures," by Mary Baker Eddy. "I started reading and read all night long—never went to bed, and I knew from the very beginning that that was what I

had been praying for."

Although she still attended Presbyterian services, eventually her curiosity propelled her to investigate Christian Science and she's been a member of the church ever since.

At first a practitioner, or one who "helps and heals people through prayer," she began in 1980 to lecture throughout the U.S. In 1982 Mrs. Weida moved to Boston to become a manager of practitioners and nursing at the Mother Church. In 1984 she joined a panel of three who conducted practitioner workshops in some 30 countries, including Brazil, New Zealand, Holland and Spain, and most of the U.S. In 1986 she became president of the Mother Church.

All of this—without the benefit of completing her college education. "My sister and I went to summer school in New York after my freshman year and then decided to stay," she says. She has had a "kind of spasmodic education," enrolling at New York's Parson's School of Design to study art, as well as New York University. To her it proves an important point. "I think it shows people that you don't have to be a college graduate to be of service," she says. Her Presbyterian background, she says, is what steered her to Agnes Scott.

A friendly woman with an easy smile, Mrs. Weida shows a visitor around the

church's impressive headquarters. In the early fall, the surface of the long reflecting pond, the visual centerpiece of the complex designed by architect I.M. Pei, shimmers from the season's gentle breezes. A perfectly tended flower bed provides a bounty of autumnal colors. The sight is breathtaking and one that Jean Weida will not see on a day-to-day basis anymore.

After her husband's death last year, she moved from her Boston apartment to Duxbury, Mass., a picturesque town off Cape Cod Bay. She has finished her three-year commitment to the church and will now concentrate on being a full-time practitioner, occasionally doing special assignments for the church.

"We finished our workshops after three years," she says. "We covered the world. It was a wonderful opportunity." During this time Mrs. Weida came to know Virginia Tumblin Guffin '39. "It was Virginia who told me that Elizabeth (Punkin') Espy Hooks '37 was the one I saw walking across campus all those years ago. They were the only Christian Scientists in the College at that time. Much to my delight, Punkin' and Virginia both attended the Atlanta workshop this past spring. That's what you might call coming full circle."

—Stacey Noiles

Coulling brings Lee's girls to life in new novel

When she was a girl in China, Mary Price Coulling '49 heard the howls of street mobs and watched the night sky redden from the glare of a burning city.

It was those memories, she said, that made her feel a kinship with four young women of an earlier terrible time.

"I came to really feel a kind of empathy there and part of that is that in my own childhood I had to flee," Mrs. Coulling, author of a new biography of the daughters of Confederate Gen. Robert E. Lee, said. "It's something that, whatever age you are, makes a tremendous impression."

Mrs. Coulling was born in China, the daughter of a medical missionary.

Her book, "The Lee Girls," is the first about the four daughters of Lee and his wife, Mary Custis, the great-granddaughter of Martha Washington.

Mrs. Coulling was 10 when her family fled Tsingtao, China, in the mid-1930s when the Chinese destroyed and abandoned it in the face of the advancing Japanese army.

The Lees fled a burning Richmond as Union troops closed in.

The Lee daughters entered Mrs. Coulling's life 30 years ago, when she worked at Washington and Lee University and went

to the library in search of filler material for university publications.

"Up in the attic, where they had the rare books, I discovered some unpublished, handwritten letters of two of General Lee's daughters, written while they were at Virginia Female Institute, now Stuart Hall, in Staunton," Mrs. Coulling said.

"The letters were sitting in a plain manila envelope on top of a file cabinet with no identification or anything. I was just charmed by them," she recalled.

Mrs. Coulling put the Lee girls aside to marry a young Washington and Lee English professor, Dr. Sidney M. B. Coulling, and to rear their three children. But in 1963, Mrs. Coulling returned to the letters.

"Everything stopped about them at the death of Lee and of Mrs. Lee three years later," said Mrs. Coulling. "I discovered that two of them lived into the 20th century, but nobody knew anything about them."

"It was not until 1981 that I thought I had enough material and my children were old enough that I could finally sit down and start working on the book," Mrs. Coulling said.

—Gail Nardi

This article is excerpted from the Richmond Times-Dispatch and is used with permission.

After 50 years of time to work, Saxon decides to let it go

She helped to educate Savannahians for a half century and to build the community's modern public school system during an age of racial controversy and change that threatened to pull it down.

She's presided over the school system with unassailable dignity and authority, even making the hotheads sit still and listen.

Saxon Pope Barger on '32 sat in her living room and reflected as her tenure as school board president came to a close. Nearly hung a painting of a mother guiding a child down a pathway.

"This to me is what education is all about," said Mrs. Barger, smiling. Education begins, she believes, with the basics: love of children and love of knowledge.

"I always loved books," she said. "Nothing makes me happier than to have a book, reading. I found school challenging. When I was little," she chuckled, "I said I was going to get all the degrees there were."

She went on to get all the "degrees" there are in Chatham County's public education system. She rose from elementary school teacher to principal, enough of an accomplishment, at most in a lifetime.

People thought she was

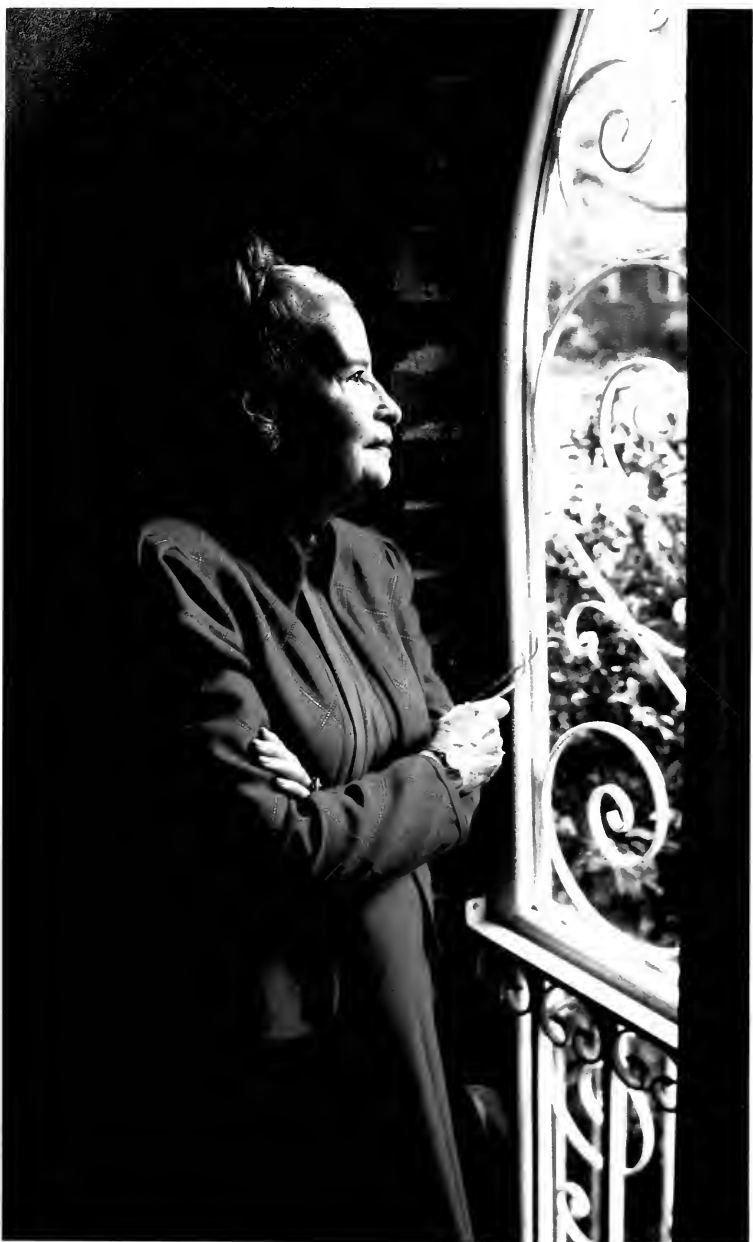


PHOTO BY S. SCHMIDT FOR THE SAVANNAH NEWS-STAR

able enough to help other principals run their schools and she became an assistant superintendent. She continued to rise to become the first woman superintendent, and then the first woman school board president. Her second and last term as president expired last year.

Mrs. Bargerón remembers an interview more than 30 years ago when she, then a teacher, was being considered for a principal's job by then-Schools Superintendent William Early.

"The superintendent asked me, 'Can you develop a hide like an alligator? Because you will need one,'" she laughed.

Through her work, she's demonstrated her tough "hide" and established a place for herself in positions that were traditionally dominated by men.

Much of her work was conducted at the elementary school level, which "in those days" was the place where women had the best chance of gaining upward mobility, she said.

She calls the elementary principal position the "most delightful job in American education." But years ago, when asked to leave her teaching post to become a principal, she hesitated.

"I had family and children and I didn't want to be that involved," she said. "But in those days, you tried to go where they asked you to go."

Her family—husband Eugene and two children—were "wonderfully supportive" of her career, she said.

"I had the ability to work and when I went home at night I could take it off like a coat and do my housework and get the children to study," she said.

Probably the most traumatic

Bargerón said, a feeling developed that some students can't learn well. Course offerings consequently were "watered down," she said.

She has welcomed and promoted reform in recent years that has brought tougher curriculum requirements for local students.

Five years after retiring

The superintendent asked me, "Can you develop a hide like an alligator? Because you will need one."

times for the school system during her career were the transition to massive integration in the classroom and the change from an appointive school board to an elective one, she said. The changes in the late 1960s and early 1970s were "hard for the school system and the community to adjust to," she said.

Voters participating in the referendum for the change to an elective school board were "split down the middle on the issue," she said. "It takes time for the community to adjust and it takes a number of school boards for things to settle down. I think that is finally happening."

Shortly after the integration process began, Mrs.

as an employee of the local system, Mrs. Bargerón resumed direct involvement in public school matters by successfully running for school board president.

While Mrs. Bargerón was president in 1984, Chatham County's board was named one of 17 "Distinguished School Boards" in the nation. The U.S. Department of Education and then-Education Secretary Terrel H. Bell honored the board for its "outstanding efforts to achieve excellence in education."

But there have been troubled times, too.

Being controversial at times "goes with the turf when you are dealing with children in the community and parents and board members with differing

opinions," Mrs. Bargerón said.

"Everytime you make a decision," she said, "you please somebody and displease somebody else."

Last year Mrs. Bargerón and the other school board members approved a long-range plan to desegregate the system while building new schools, closing old schools and renovating other facilities. The plan came a step closer to implementation last week. After negotiating a year, the school board, the NAACP and the U.S. Justice Department reached an agreement on the plan and are seeking its approval in federal court.

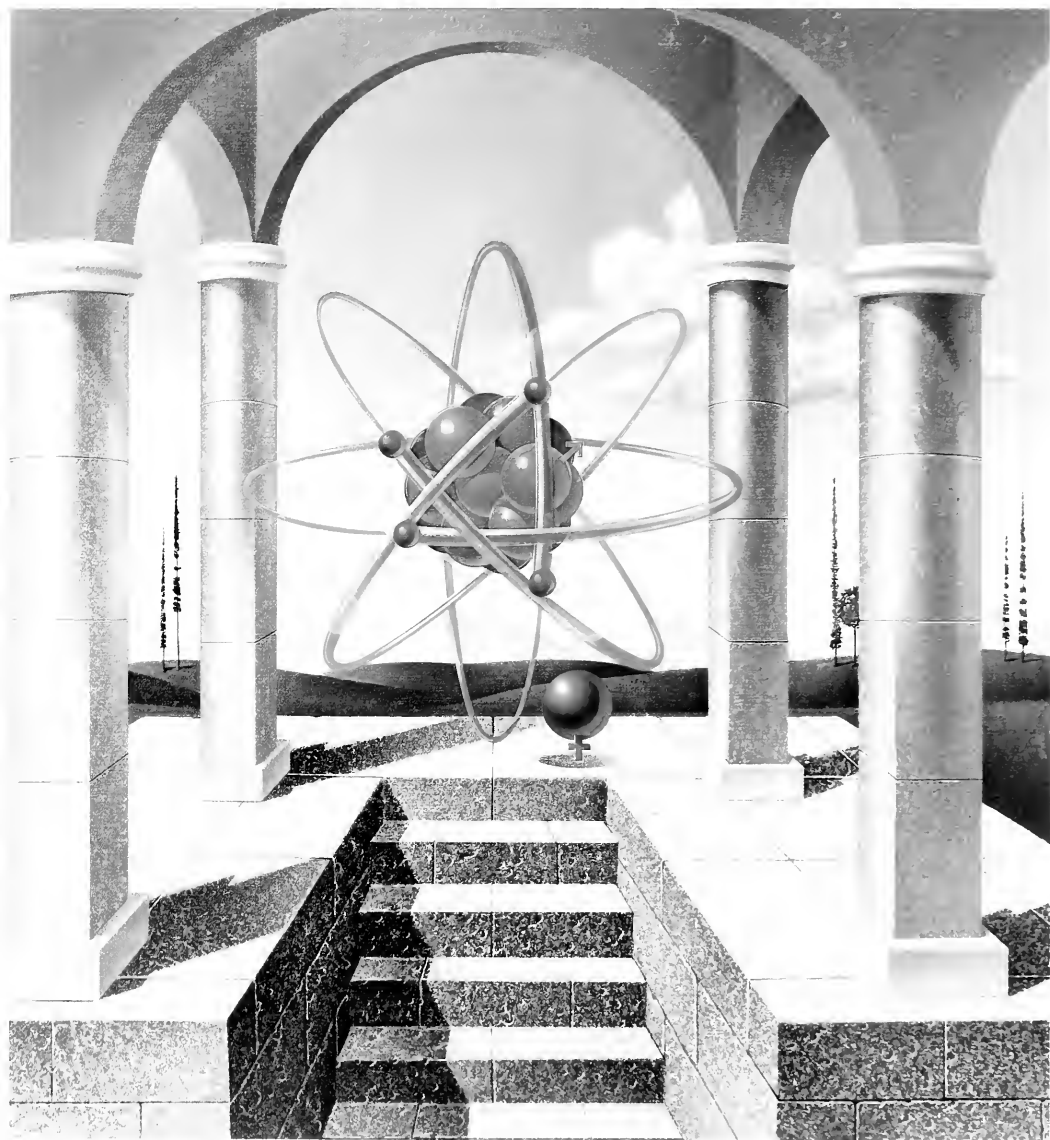
Mrs. Bargerón said she's glad voters will have a chance to decide in a referendum whether to finance the multi-million dollar project with a bond issue. With the community's support, she said, "this holiday season could signal the beginning of a true educational renaissance for Savannah and Chatham County."

Mrs. Bargerón thought long and hard before deciding not to seek reelection.

"There's a time to work and a time to let it go," she said. "I'll miss it, but I think I made the right decision."

—Deborah Anderson

This article is excerpted with permission from the Savannah Morning News.



LURING SCHOLARS I N T O SCIENCE

There is a double whammy occurring on American college campuses, which could have dire consequences for the high-tech United States. Statistics show that fewer students are choosing science and engineering careers. What's more, the entire college-age population is shrinking.

According to experts like Betty Vetter, executive director of the Commission on Professionals in Science and Technology, this could create a shortage of qualified scientists and result in the loss of America's competitive edge in technology.

"It is highly unlikely that we will ever have a complete shortage of scientists because we will do what America always does," Ms. Vetter says. "If there is no one qualified for the job, we will hire the next best qualified.

"However, we won't have the best we can get," she adds thoughtfully.

Many authorities believe women and minorities—currently under-represented in the sciences—will be needed to fill in the ranks. Ellen Wood Hall '67, dean of the College,

BY AMY STONE



says, "There is so much potential in that pool. They will be the solution to a crisis."

Even though many hope that these groups will flood scientific fields in the future, now women and minorities make up a very small percentage of the entire scientific community. For example, women received only 14 percent of the doctorates awarded in mathematics and computer science in 1985, according to a report published by the Commission on Professionals in Science. L. Nan Snow, manager of the National Physical Science Consortium at Lawrence Livermore Laboratories, bluntly states, "There is a chronic dearth of women and minorities in the physical sciences."

And figures from the National Research Council show that after 15 years of steady growth, the enroll-

engineering majors.

And to top it off, Ms. Vetter estimates that colleges are expected to lose a quarter of their enrollments by 1992. So, not only is the slice of scientific pie growing smaller, the entire pie is shrinking.

Dr. E. Jo Baker, the associate vice president for academic affairs at the Georgia Institute of Technology, gives her summation of a future with fewer scientists but more scientific demand, "It's frightening."

Why don't students flock to the worlds of lasers and organic compounds? Dr. Baker seems to think the problem is money. "Business and computers are gobbling up students because there's fast money there," she says. "Also, it's hard to tell a graduate student that she won't make as much money with her Ph.D. as an engineer with a bachelor's degree."

Medicine may also be taking qualified applicants away from the hard sciences, as demographics from the 1987 Medical College Admission Test (MCAT) show. The numbers of white women and male and female minorities taking the test rose significantly above 1986 levels.

In some fields, including computer science, medicine, business administration and law, the proportion of women enrolled and graduating at every level continues to increase," says Ms. Vetter, who is compiling this year's edition of *Professional Women and Minorities—A Manpower Data Resource Service*.

What do all of these statistics mean? When viewed together they mean that you probably will never have a problem finding a physician or an investment banker, but you'll need to lower your expectations of the world of high-technology. For instance; expect a slowed space program, energy demands exceeding the available technology and frantic pharmaceutical companies trying to keep up production with fewer chemists.

Agnes Scott faculty have specified the following seven points that they hope will make the College the center for women's science education in the South. The funding for this endeavor will come from the Centennial Campaign, where \$3.1 million has been allocated for women's science education.

■ Acquisition of improved modern instrumentation and equipment.

The laboratories at Agnes Scott are already first-rate, thanks to a remodeling of Campbell Hall completed in 1982. But College officials know that science quickly changes, and one of the best ways to prepare young scientists for the real world is to provide them with up-to-date scientific equipment.

Even simple things, like pipettes — instruments used to draw up liquids — change. Not too long ago, a rubber bulb at the end of a graduated glass tube pulled up the desired amount of liquid. Now with the use of small machines, one can draw precise amounts into the glass tube using suction. These machines cost around \$200 each, but are more precise and sterile than rubber bulbs.

■ Establishment of full scholarships for well-prepared science students with high potential.

According to Chemistry's Dr. Alice Cunningham, this will serve a two-fold purpose. One, it will encourage young women to consider studying science in college, and two, it will bring in a pool of

Marsha Lakes Matyas, project director at the American Association for the Advancement of Science, says colleges and universities must intervene to draw more women into scientific careers.

"For long-term effects, we will have to work from elementary

What do all these statistics mean? . . .

You probably will never have a problem finding a physician or an investment banker, but you'll need to lower your expectations of the world of high technology.

ment of women in science and engineering programs has started to level off and in some cases decline.

In engineering, for example, freshman enrollment of women grew from 3 percent in 1972 to 17 percent in 1983. That share fell in 1984 to 16.5 percent, and remained at that level through 1985. Studies in progress show a further decline in 1986, Ms. Vetter says. Elizabeth S. Ivey, chair of the physics department at Smith College in Massachusetts, agreed with these figures, also quoting 1983 as the peak year for female



talented, bright students to Agnes Scott.

Dr. Betty Edwards Gray, a scholarship student who graduated in 1935, majored in history and French at Agnes Scott, and went on to receive her Ph.D. in biological sciences from Emory.

An unmanned satellite carried some of her plants to space in 1965. She showed that growth speeds up in a zero-gravity environment, and consequently, stress causes a response in an organism.

■ Addition of support personnel to relieve faculty of non-teaching/research duties.

Administrators are adamant about the meaning of support personnel. Secretaries, clerks, and laboratory directors are support personnel. Teaching assistants are not. "Part of the intellectual process of a small environment comes from having professors monitor all of a student's work," President Ruth Schmidt has said. "You will not get this in a large school." She also noted that sometimes students will go to a large school with a well-recognized name and "may never see the professors that made such a name for the school."

■ Increased effort toward public relations and recruitment of strong science students.

Getting the message across that Agnes Scott has a good science program, and encouraging young women to look closely at it is a primary goal. Competition among schools is stiff, and aggressive recruitment and marketing may be

the key to attracting top scholars.

President Schmidt has expressed interest in seeing the student body grow by 100 on-campus students. She sees recruiting future scientists as a way to achieve this goal.

■ Expanded programs in undergraduate research in sciences and collaboration with nearby academic institutions.

In a study, the U.S. Office of Technology Assessment found that students make decisions about science careers even after they enter college. An expanded undergraduate research program, and enhanced opportunities with neighboring institutions might encourage young women to pursue scientific careers after they enter Agnes Scott.

Agnes Scott already has a dual-degree program with Georgia Tech, in which a student earns an undesignated liberal arts degree from Agnes Scott and a bachelor of science degree from Georgia Tech. The dual-degree program takes five years to complete, with the first three years taken at Agnes Scott, and the last two at Georgia Tech.

The College is also working on a venture with Georgia State University. Agnes Scott is one of the few small institutions in the nation with an observatory and a 30-inch telescope. Soon, the large telescope will be housed in Georgia State's observatory at Hard Labor Creek State Park, away from the bright light of the city. The smaller telescopes will stay on campus,

and students can use both observatories.

■ Enhancement of existing courses and development of new quantitative skills and analytical thinking.

The only constant about science is change. As discoveries and new ideas emerge, Agnes Scott will incorporate them into the curriculum. Dean Ellen Hall has noted, "As science changes, and more discoveries are made among different fields, we will need to stay abreast. We will have to educate our students to deal with fields that haven't been invented yet."

■ Development of non-technical courses directed toward examination of social issues in modern science and technology.

Dr. Cunningham has proposed new classes examining the social issues of science. "Frontiers of Modern Science and Technology" and "The Human Dimension of Science and Technology" explore such topics as the history of science, and personal and social perspectives of the benefits and dilemmas related to scientific and technological advances.

Carolyn Crawford Thorsen, '55 who received a master's degree in engineering from Georgia Tech, agrees that it is time to reevaluate social issues in science. Executive director of the Southeastern Consortium of Minorities in Engineering, she notes that if "technology is going to govern our lives, we must be responsible and knowledgeable, and we must take charge."—AS

school to high school to encourage women to enter scientific areas," she notes in an article published in the *Chronicle of Higher Education*.

Some schools have a head start. Indiana's Purdue University and the University of Michigan have programs that have helped increase

their female enrollments in science and engineering by exposing high school students to role models in science. At Purdue, the female engineering enrollment is 21 percent, compared to about 16 percent nationally.

At Smith College, Elizabeth Ivey

has held a workshop every summer since 1983 for high school guidance counselors and science and math teachers. The purpose is to enable them to help their female students pursue careers in engineering and science. "We want to teach people to be pro-active, not reactive when



dealing with girls in their schools—to really talk them into staying with science and math,” she says.

Georgia Tech sponsors a program called Futurescape, where junior high and middle school girls come to campus to interact with women, both students and professionals. Its objective is to encourage girls to take more math and science classes so they will be prepared if they choose a scientific career. “We are trying everything we know to draw women to Georgia Tech,” Dr. Baker said.

Agnes Scott is also implementing programs to reach more women and minorities. Dr. Alice Cunningham, the William Rand Kenan Jr. Professor of Chemistry and chair of the department, reports that students are not well prepared for undergraduate level science courses. She notes that high school girls in the South repeatedly test lower than boys in math/science aptitude and ability measurements in national studies. Nationally women score lowest on every item of science test-

ing except in the category of problem-solving approaches and decision-making. Dr. Cunningham perceives a real need for better science education for women at the middle and secondary school level.

She proposes that Agnes Scott develop an outreach program for middle and secondary school teachers. The program would include on-campus workshops in strategies for overcoming math/quantitative skills anxiety in young women, a resource center for developing new curricular

and computer materials for teaching, and summer research opportunities for teachers. "They must learn what is happening in the sciences before they can transfer new methods and knowledge to the classroom," she says.

Like Smith, Agnes Scott's secret weapon is that it is a women's college.

Organizations such as the Women's College Coalition and academic researchers across the country document that women's colleges have a higher rate of students who go on to receive doctorates in both the physical and life sciences than women from coed colleges and universities.

"The most striking difference between sexes occurs because of women's colleges, the most highly productive institutions of women doctoral scientists," says Elizabeth Tidball, a professor of physiology at George Washington University Medical School, in the the *Journal of Higher Education*.

A 1982 report by the Association of American Colleges found that women at coed schools are less likely to be called on in class than men, more likely to be interrupted while speaking, may be subjected to sexist humor from male professors and students, and are not encouraged in fields like math or science.

Mary Patterson, president of Bryn Mawr College, told to Ms. Magazine, "The students' models are the trustees, the administrators and the faculty. It is not a particularly healthy model if you never had a female scientist or department chair."

Role models seem to work. An article in *Newsweek* stated that 81 percent of 5,000 women's college graduates surveyed went on to graduate school—far more than women from coed institutions.

Agnes Scott has always been successful in educating women in the sciences; about 20 percent of its students over a 10 year period have

majoried in scientific disciplines, about even with or ahead of national trends.

However Carolyn Crawford Thorsen '55 believes that the world in which we live has changed enough that the liberal arts education should change as well. "It used to be that to be an educated person in society you needed to know such things as Latin, Greek and philosophy," says the executive director of the Southeastern Consortium of Minorities in Engineering. "Today you need to know a bit more about technology."

Since the College has no graduate programs, professors can only prepare students for the rigors of graduate study. Georgia Tech's Dr. Baker

It used to be that to
be an educated person
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says, "The students we receive from Agnes Scott are academically very well-prepared. However, sometimes it is a shock for them, coming from an environment that offers more personal attention to one that emphasizes independence."

Ms. Vetter said there may be two reasons why women's colleges turn out more scientists than the national averages. "One, many women's colleges are more selective, so they have a brighter student population. Also, it's societal. When you put men and women together, men automatically take the lead and women usually let them. At a women's college, women get the opportunity to take the lead."

So what happens after a woman or minority majors in science,

receives that hard-won Ph.D. and enters the work force? Other obstacles loom. According to the *Chronicle of Higher Education*, women with doctorates have a harder time finding jobs than similarly qualified men, and they have a harder time gaining tenure and earn less than their male colleagues.

Ms. Snow, at Lawrence Livermore Laboratories says, "Even though women make up 14 percent of the membership of the American Chemical Society, only 4.1 percent of the chemistry tenured faculty in Ph.D. granting institutions are women."

So it appears that the pool of talent that may save America from a shortage of scientists must first be lured into science, despite its present obstacles.

Many universities are aggressively recruiting women and minorities, and even government institutions like Lawrence Livermore Laboratories under the Department of Energy are forming commissions to examine what changes must be made to get—and keep—these groups in science. Congress has been sufficiently alarmed to create a task force examining the status of women and minorities in the federal government as well as federally assisted research programs that deal with science and technology. The task force will make its report to Congress in 1989.

Dr. Baker thinks the private sector must offer incentives. "Companies must be willing to fund basic research and pay scientists," she says. "Since the payoffs may be years, they need to be concerned about the long run."

"Many of us are working hard to prevent a shortage of scientists," she adds. "It's hard to imagine science not being there to extend our knowledge." ♦

Amy Stone is a science and medical writer at Emory University.

PAYLOAD PAYOFFS

BY DAVID ELLISON





DESPITE SHUTTLE PROGRAM STRUGGLES, MARGARET BEAIN FINDS CHALLENGES AND EXCITEMENT AT NASA

Crewmembers are in their respective positions inside the space shuttle on the launching pad at Florida's Kennedy Space Center. In the shuttle's cargo bay lies millions of dollars worth of satellites and scientific experiments—payloads. The countdown is in its final minutes.

In a room at Johnson Space Center in Houston, Texas, sit payload system engineers.

Since 1984 Margaret Carpenter Beain '82 has been a part of this team in payload operations. She

realizes that payload operations is virtually unknown to the average citizen, but she is not the type of person who demands attention. In a subtle, professional way, Margaret Beain dedicates her talents and knowledge to help the shuttle crew and the customers, whose cargo sits in the shuttle, pioneer in space.

Her intelligence and initiative have thrust her into this arena of sophisticated support staff. Colleagues in payload operations attest to her qualifications.

Jim Clements, a payload operations engineer, says it was Ms. Beain's "high degree of initiative, independence and competence" that convinced him to talk her into coming to work with him. "She is highly motivated and extremely sharp. She fits very well in this environment."

The environment radiates smarts. Physicists, engineers, and astronauts stroll along sidewalks that wind through the stiff St. Augustine grass. About 100 white, rectangular buildings populate the 1,620-acre site, amid ponds dotting the landscape. Ms. Beain aptly compares the space center to a college campus.

College campuses were still fresh in her mind when she started working at Johnson Space Center just two months after graduating from Agnes Scott with a degree in math and physics. From 1982 to 1984, the now 27-year-old prepared computer software that calculated the shuttle's orbit. Contracted by the government, she first worked for McDonnell Douglas Technical Services Co. Since 1984 she has worked for Rockwell International, the contract-holder for payloads.

She works out of a small office at the center. "I actually take my instruction from a NASA boss. Rockwell's office checks the paperwork mostly," she explains.

She admits pride in being part of the space program. At the same time, she concedes that working at NASA definitely wasn't her lifelong desire. "I was just pretty much looking for a job," she says. While she considered her work "just another job" during her first year, life at the space center began to overwhelm her. "I guess after a while you start seeing things. And it's like, 'Wow, this is really neat. This is the space program. I am working with astronauts.'"

When Ms. Beain came to payload operations, the space shuttle program was at its peak. There were five flights in 1984 and nine in 1985. But before Ms. Beain could take part, she had to return to the classroom. Trained to operate payloads and experiments from her position in payload operations, she also took a preliminary astronaut training course. It was pretty exciting, she says. "We go through a kind of base-

line astronaut training. We get to sit in the simulators and play astronaut for a couple of hours at a time."

After training, a close-knit group of about 10 payload system engineers become involved with cargo from the moment a corporation signs its contract with NASA. Two to three years before the flight, the engineer works out the mechanical and electrical problems to operate a particular piece.

The payload group, mission control workers and astronauts conduct simulated flights during the final weeks leading up to the launch. Training specialists develop a series of problems and malfunctions that might happen during flight. "It's just one thing after another," Ms. Beain says. "Just when you think you got something figured out, they will throw something else at you. It's eight hours of the worst possible things that could happen."

The people who work with the flights practice operating experiments as well as deploying and retrieving payloads. Margaret Beain says the simulations are just as intense as the flight itself, but she also views them as tension relievers. "I think you have to look at them as a game. It's us against the training people."

But they are beneficial. Her response time quickened. "During a flight, you will see [a familiar procedure], something will click and you will say, 'Oh yeah, I remember that.'"

Normally payload system engineers are assigned to a flight within a year after coming into the program. However her call came sooner because of the number of flights in 1984 and 1985. Vividly recalling her apprehension after learning she had been assigned to work a payload flight, Ms. Beain says, "I was scared to death. I think my biggest fear was that I would say something stupid, make a wrong decision [and] really screw up somebody." As flight time



approached, she received support from her colleagues that helped her gain confidence. "It wasn't too bad—different. I was kind of excited," she says now.

The two flights Beain worked on in 1985 contained Spacelabs with scientific experiments. No major problems there. The biggest one was on Spacelab 3. The monkey and rat cages were poorly designed and the

"Before Challenger, I think the illusion that people had—that flying the shuttle was just like driving a truck—was somewhat true. Things went pretty smoothly."



food and animal droppings didn't go into the filters, but instead traveled from the payload bay to the passenger compartment.

"As long as that stuff stayed out [in the payload bay], those guys didn't care. As soon as it started coming up to the main part of the orbiter, the pilot said, 'This has got to stop. You have got to do something about this,'" she recounts

with a laugh. Unfortunately, there was nothing they could do.

Ms. Beain's duties include making sure astronauts stick to payload deployment schedules. If there are any problems, she works with mission control to correct them. All decisions about payload operations are made and transmitted to the spacelab or shuttle crew from payload operations at mission control.

Ms. Beain sends computer commands to the shuttle informing the crew of certain adjustments to the payload cargo after orbit. She also conducts experiments from the ground.

While she works diligently with the space shuttle crew, she simultaneously informs the cargo owners of every detail about their precious equipment. In some cases owners

tell them what needs to be done to successfully deploy a payload. "Our biggest responsibility is to see that [the customer] gets what he needs. And if something happens where he can't, then we work around that to find a way where he can get as much as possible."

In some cases customers give payload operations full control over the cargo. Other times payload has a small role. Margaret Beain prefers to have complete control over cargo. It

center after the disaster. "That was strange," she says solemnly. "We sat around here for about three or four days [doing nothing] because no one really knew what this was going to mean. Are they going to lay off everybody? Is this going to be the end of the space shuttle program?" she remembers.

The aftermath of the shuttle explosion lingered for several months. However it gave officials time to realize there were just too many flights in a year. "They would just stretch to the breaking point. It was pretty bad. You can run like that for a couple of months, but after a while something has got to give," says Ms. Beain.

With the exception of the Challenger, Ms. Beain maintains that space shuttle flights are performed without any major problems. "Before Challenger, I think the illusion that people had—that flying the shuttle was just like driving a truck—was somewhat true. Things went pretty smoothly."

The shuttles have not flown in the aftermath of the Challenger, but Ms. Beain still works with payload customers for a flight to be launched in 1989. She is also upgrading the mission control computer software for payload operations so that she and colleagues will have more data available for future flights. She remains a few years away from completing the project, but a "baseline kind of system," ready for the shuttle flight in June will serve until then.

A native of Baltimore, Margaret Beain moved to the Houston-area with her husband, Ander Beain, 27. The couple met while she was at Agnes Scott and he was at Georgia Tech. Two weeks after graduation they married. About a month later, they left Georgia in search of jobs in Texas. Ander Beain, who was raised in Florida, now works as an engineer for Monsanto Chemical Co.

After work the Beains come home

to their quiet subdivision in the nearby town of Friendswood, Texas, to relax and enjoy dinner. Then it's off into their two-car garage for their favorite hobby, woodworking. They spend countless hours working with a table saw, a planer, a lathe and several pieces of lumber. Together they make bookshelves, stereo stands and desks for themselves and for their small business that caters mostly to friends.

"It's really a way to vent some

"The biggest thing about this job is when you travel and talk to friends. They say, 'Wow, you work for mission control. Wow, you work for NASA.'"



MOORIS RICHARDSON II

makes the job more interesting and allows her to make more decisions and monitor more situations, she says. She strives for perfection on each mission, but admits perfection sometimes makes for a boring flight.

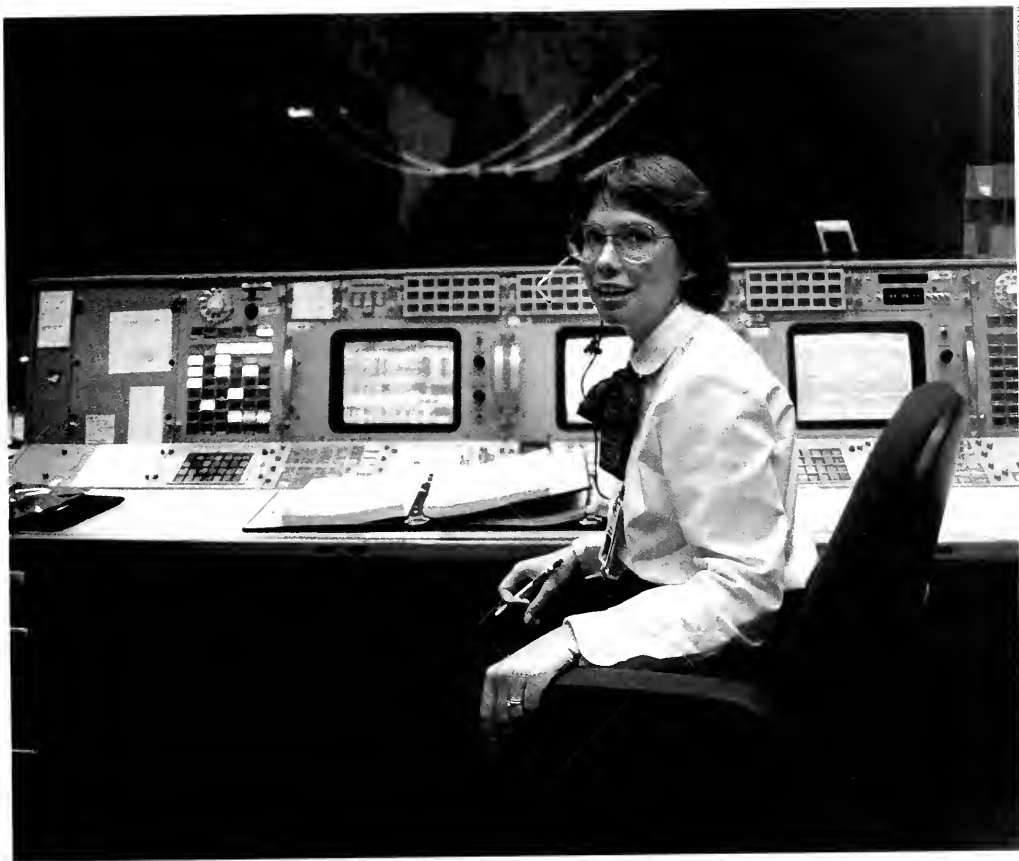
The most rewarding part of her job is working with scientific experiments that develop favorable results for customers. Usually she receives letters from companies telling her of the experiment results. "That is satisfying because you see a result. We helped these guys get this data," she says.

The most horrifying experience on her job came Jan. 28, 1986, when the Space Shuttle Challenger exploded and killed the seven crew members aboard. Although she wasn't working the Challenger flight, Ms. Beain vividly recalls the mood that prevailed at the space

energy," Margaret Beain explains as she works on a wooden letter opener. "He does the design part. I do a lot of the finishing work because he doesn't like to do the sanding and the finishing."

Without hesitation, Ander Beain quips, "10-4!" Woodwork is inexpensive and it saves money on their furniture purchases, he says. "I think our budgetary nature started taking over. We looked in stores and said, 'Look how much that's going to cost,'" he says. He points to an entertainment center in the living room and a wooden deck on the patio as examples of their work. Besides saving money, woodworking is good therapy. "When you come home from a hard day, you can turn a perfect piece of wood into dust," he says.

"You can make noise and throw



things around," his wife adds. There are times when they prefer a little peace and quiet. Ms. Beain plays classical music on her piano and enjoys doing lawn work and checking up on her vegetable garden.

When the couple sits down for a one-on-one conversation, one of their favorite topics is life at the space center. Ander Beain often admits that he is fascinated with his wife's job. "I grew up in Florida far away from where they did a lot of space work. I always [thought it was] kind of neat."

He was surprised to hear of his wife entertaining the notion of becoming an astronaut. "You've got

to be kidding me. You've been in that mockup. You would spend seven days in that little, tiny cabin on that ship?" he asked.

"I think it would be kind of neat," Margaret Beain replies, but allows that she has a physical limitation of poor eyesight and doesn't have the dedication to attend school 5 more years to obtain a Ph.D.

Ms. Beain says she actually would like to stay in payload operations for the next few years. She knows there are opportunities at Johnson Space Center, but realizes that jobs outside are limited for a person with payload experience. She could consider working in the private industry,

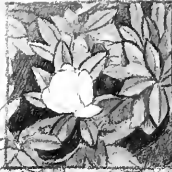
building satellites or doing computer programming, she says, but the thought of whether she would be satisfied working outside lurks in the back of her mind.

"That's something I never think about," she says of leaving the center. "It would be hard to give this up. The biggest thing about this job is when you travel and talk to friends. They say, 'Wow, you work for mission control. Wow, you work for NASA.'" ♦

David Ellison is a writer for The Houston Post.

Discipulae (L.)

1. Students, the fruit of an institution



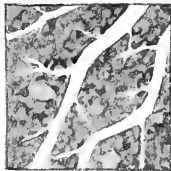
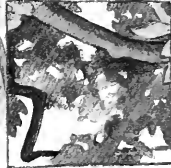
Magistrati (L.)

1. administrators, or the visible support which keeps the institution functioning, aloft



Doctores (L.)

1. faculty, or the branches of teaching that extend to each student



Præsides (L.)

1. trustees, or the unseen foundation of an institution



In the early days, the Rev. Frank H. Gaines, president of the Decatur Female Seminary, would summon the five original trustees for a meeting at his manse on short notice. Whenever an issue arose that demanded their quick attention, the board of trustees, which held no regular meetings, assembled.

The practice continued until 1900, when biannual meetings were established. The trustees governing what would become Agnes Scott College met if a new building was to be built, books, equipment or property were to be purchased, or a principal or teacher was to be hired.

In 1889, the trustees met to discuss the employment of Miss Nanette Hopkins of Staunton, Va., as principal, according to "Lest We Forget," Dr. Walter Edward McNair's history of the College. For several years after they hired her, the trustees continually discussed hiring a man to replace her. But eventually the matter was dropped and the trustees annually reelected Miss Hopkins to her post.

Around the turn of the century, Agnes Scott struggled financially, though it continued to expand its curriculum and gradually become a liberal arts college for women. A major turning point for the College came during 1908-9. With no endowment and only land, buildings and equipment as assets, Agnes Scott's future appeared bleak. Time and again, the College's founder, Col. George Washington Scott had rescued the institution, but this time it appeared he could no longer underwrite the deficits. As a result enrollment was unstable. "The collapse of the enterprise seemed imminent," President Gaines later wrote. "Something had to be done."

In desperation, the trustees turned to the General Education board of New York, an organization founded by John D. Rockefeller to aid educational institutions. For the next 30 years the organization provided numerous grants to the College.

"There would have been no Agnes Scott without Col. Scott, Dr. Gaines, and Miss Hopkins," wrote Dr. McNair. "It is also not too much to say that without the active support and interest of the General Education Board, Agnes Scott would never have become a recognized and distinguished college."

Not only did the General Education Board provide much-needed financial support, but it also challenged the College's trustees to raise matching funds. Agnes Scott's first financial campaign was born.

Today, nearly 100 years after the College was founded and 80 years

Working unseen, College Trustees draw support and resources

By Sheryl A. Roehl

after its first fundraising effort began, the Centennial Campaign is underway. It's the College's first major fundraising drive in 25 years, aimed at raising \$35 million by September 1989, Agnes Scott's 100th anniversary. Says Dr. Rickard Scott, the College's vice president for development and public affairs, "The importance of the board of trustees cannot be overestimated in a campaign of this size. Their dedication and support, together with the alumnae, will make the Centennial Campaign a success."

Agnes Scott has always been blessed with superior leadership in its board of trustees, presidents, fac-

ulty, alumnae and students. The ambitious goals of the Centennial Campaign clearly show that the vision of the original trustees has been carried on by the College's current leaders. Yet some aspects of the board have changed over the years.

They meet more often — three times a year, in spring, fall, and winter, compared to the first board's hurriedly arranged, impromptu meetings in the College's early years. There are more standing committees — eight now, compared to the six in 1897. Their numbers are greater — 32 versus just five trustees before the turn of the century. The makeup of the College's board of trustees has changed as well.

"The board has always had well-known business leaders and lawyers from the city of Atlanta, prominent heads of banks and Coca-Cola, noted Presbyterian ministers," says Mary Alverta "Bertie" Bond '53, executive secretary to the board.

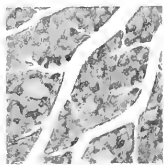
"Now there are many more women on the board than when I came in the early '60s. President Perry [1973-82] was instrumental in bringing more women on the board. All of the women, except one, are alumnae of the College and many of them have established professional careers and that is certainly different than it has been in the past."

Unlike a public college or university's governing body, the College's board is self-perpetuating. The board's nominating committee provides it with nominees for vacant seats. In the past, trustees served for life or until retirement. Recently, the trustees voted to rotate members off the board after serving two four-year terms. "We wanted to have more new faces," explains the board's chairperson, L.L. Gellerstedt Jr.

"We also wanted to increase the number of women on the board. We have so many graduates; there are so many capable women out there who ought to be given a chance to serve. Twenty years ago, the board was 80 percent men. Now the board has just slightly more women. I also

think that, in light of that decision, the more people exposed to membership on the board, the better off Agnes Scott will be over the years."

Two years ago, the trustees appointed the first female, non-alumna to serve, the Rev. Joanna Adams, pastor of North Decatur Presbyterian Church. "I think my appointment shows that Larry and the other board members are very committed to the empowerment of women so they can claim their rightful place in our society," says the



Rev. Adams [see sidebar].

The board's chairperson sees more changes ahead for the College's governing body. "I think that the next chair of the board ought to be an Agnes Scott graduate," says Mr. Gellerstedt. Susan Phillips '67, former chair of the U.S. Commodity Future Trading Commission in Washington, is only the second woman to serve as the body's vice chairperson.

When trustees were asked why they agreed to serve on the board, they voiced a strong dedication to Agnes Scott, based on their experience as a student or knowing the rich college experience of spouses, daughters or close relatives who are alumnae.

"Agnes Scott meant so much to me as a student" says Trustee Ann Register Jones '46, who echoed the sentiments of many fellow alumnae trustees, "I want to do anything I can do to help continue the College's tradition of excellence — the extremely high caliber of students and faculty.

"I feel strongly about what the College is contributing," continues Mrs. Jones, who serves on the board's student affairs and buildings and grounds committees. "I continue to believe in the purpose of

asked her thoughts about her role as the first female non-alumna to serve on the Agnes Scott Board of Trustees, the Rev. Joanna Adams grins and says, "It's a funny status, but I feel fine about it.

"As I listen to the women on the board and hear their college memories, I'm sure that it's very much a part of their commitment to the College. But it's a personal history that I simply don't share. Although I have a great deal of affection and admiration for Agnes Scott, it's from a different perspective, which I hope has some validity and will be helpful now and in the future."

Adams, appointed in 1986, is one of a long line of Presbyterian ministers to serve on the board.

"There's been a tradition of Presbyterian ministers serving on the Board of Trustees because of Agnes Scott's shared history with the Presbyterian Church," says the Rev. Adams. "But all the Presbyterian ministers [on the board] have been men. The significance of my appointment was that I was a woman who was also a Presbyterian minister."

Growing up in Meridian, Miss.,

Agnes Scott and that it's doing a superior job of educating young women in the liberal arts. And I want to be a part of that."

A Georgia Tech alumnus, L.L. Gellerstedt Jr. followed a long tradition when he married an Agnes Scott graduate more than four decades ago. "I used to take the trolley car out to Agnes Scott to see [Mary]," he recalls. Their daughter Gayle Gellerstedt Daniel '71, was



named Outstanding Young Person of Atlanta in 1985 and was moderator

she dreamed of one day becoming a minister. "But in those days, girls didn't grow up to be ministers any more than they grew up to be astronauts," she says. "Back then, if you were a woman, you could be two things: nurses or teachers. So I decided to be a teacher."

Although many of Meridian's "finest, smartest girls" wanted to go to Agnes Scott, the Rev. Adams chose to attend Emory University, because all the men in her family had gone there. She graduated in 1966 with a bachelor of arts degree and married a classmate, Alfred B. Adams III, now an Atlanta attorney.

During the '60s, the Rev. Adams taught at Grady High School. But she later gave up teaching for a full-time mothering and homemaking, rearing two children, Elizabeth, now 19, and Sam, 17.

Her life's dream resurfaced during the '70s and she returned to school, this time attending Columbia Seminary. At Columbia, the reverend distinguished herself by winning the Florrie Wilkes Sanders Theology Prize and the Alumni/ae Fellowship Award.

After completing her master's

at last year's "Prism of Power" symposium at the College. "In many ways, I said I would be chairperson of the board because I'm married to an Agnes Scott graduate," notes Mr. Gellerstedt, who has served in that capacity since 1979.

The board's Articles of Incorporation invest the group as "the exclusive and ultimate source of authority in all matters pertaining to the College, its government and conduct." A private college's trustees have greater independence, more authority over the college's operation, and more responsibility.

"We're here to support the president," says Ann Jones, "and to work in partnership with the administration to accomplish the College's goals. In addition to being partners, the board sets the official policy of

degree in 1979, she became a community minister and later associate pastor at Atlanta's Central Presbyterian Church. Shortly after, she became vitally concerned with the plight of Atlanta's growing homeless population, co-founding and then serving as chairperson of the Atlanta Area Task Force on Homelessness.

Recently she helped found Beyond Shelter Inc., which plans to open a day shelter for homeless women and children in DeKalb County early this year.

"Through my work with the homeless, I've come to realize the infinite importance of where we put our weight in this world, whether our lives are bent on the things that have to do with mercy, justice, love and compassion," she says, "or whether we believe we were put in the world to be entertained, to make money and look out only for ourselves.

"We have a responsibility to one another and to our earth," she adds. "There's nothing I believe in more deeply than the Prayer of St. Francis—it is in giving that we receive."

Last year the Rev. Adams was

honored with the Emory University Medal for her service to the community. She was "the hub of the effort to awaken public awareness to the plight of homeless people," according to the proclamation.

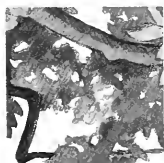
"You were more than an advocate," the proclamation continued, "you organized the ministry and worked tirelessly as servant to the homeless. Your dedicated idealism validates the best in liberal education."

Indeed, Joanna Adams firmly believes in the power of a liberal arts education to transform and uplift societal values and individual ethics.

"I believe that teaching a responsible social ethic and transforming that social ethic away from a closed-minded social ethic or survival economics is partly the function of a liberal arts college like Agnes Scott," she says. "It's not that Agnes Scott, because it is a Christian and Presbyterian institution, is trying to make everyone adhere to Christian-Judeo values, but [because] it understands there is a higher good to which we must use our life and service."—SAR

the College."

Trustees such as Betty Henderson



Cameron '43 of Wilmington, N.C., note that Ruth Schmidt, the first woman to serve as the College's president, is improving the College's renown. "The president is very well-known nationally, and I think that has helped the College quite a bit," she said.

The board is also forging ahead on other fronts, including increasing the international and racial diversity of the student body. "I

think we have a fairly diverse student body, though I'm sorry to say we don't have one black faculty member," says Mr. Gellerstedt.

"Despite our Christian heritage, we're open to any faculty members, any students, because we figure that we are searching for the truth. Exposure to different opinions, whether political or religious, helps us develop our own thoughts. We have no apology for our ties to the Presbyterian Church and we're not for everyone, but we're taking a positive approach to try to increase the diversity."

Another project is to develop a covenant relationship with the Presbyterian Church. "We first started as part of the Decatur Presbyterian Church," says Mr. Gellerstedt. "Those seeds were planted, but we

hope to nourish them. We don't receive any money from the church or any restrictions, but we hope to



create a written covenant because we're extremely proud of where we came from. At the same time, we want diversity at Agnes Scott," he continues. "We want to make a statement about our past."

Over the years, Agnes Scott's mission to provide for the "moral and intellectual training and education" of young women, as the College's 1889 charter stated, has remained constant.

"In nearly 100 years, the College has had 14,000 students," says Dorothy Halloran Addison '43. "In another century, we will have graduated 12,000 to 14,000 more. It doesn't sound like a lot but it makes a tremendous difference in the Southeast, the whole country. Just about everywhere, we have graduates who are dedicated teachers, raising families, entering the professions. In every area they choose to serve, Agnes Scott graduates have an impact."

While freshmen no longer arrive by train for their first semesters at Agnes Scott and their boyfriends no longer take the trolley car to Decatur to visit their favorite Scottie, as Larry Gellerstedt did in the 1940s, some aspects of academic life at Agnes Scott have remained the same.

"From the beginning, the purpose of the College was to educate women in the liberal arts," says Mr. Gellerstedt. "Agnes Scott was a place where women could excel in the liberal arts taught in a Christian atmosphere. One hundred years later, that's exactly the same." ♦

Sheryl Roehl is a former reporter for The Atlanta Journal-Constitution.

A large, minimalist graphic at the top of the page features the letters 'W', 'V', and 'B L A' in a bold, black, sans-serif font. The letters are constructed from thin black lines, with some lines extending beyond the letter shapes. The 'W' and 'V' are on the left, and 'B L A' is on the right.

W V B L A

BLACK AND WHITE DOES NOT EQUAL GRAY

BY STACEY NOILES

For a black family, mine was not atypical. Both my parents worked hard, neither went to college. They had high aspirations for me. Education was a valued commodity. If I had a nickel for every time my father would tell me, "Kids don't appreciate the opportunities they have today—I wish I'd had this chance when I was growing up..."

When it came time to choose a college, I narrowed down my choices to three—all of them in New England. One, a large urban university; another a small, co-ed liberal arts college in Hartford,

Conn., and the third a women's college in Western Massachusetts. When I told my mother I was leaning toward Smith College, I remember her urging me to go there. She knew it was a good college. My bookish mother frequently ran across the name while reading.

So I went to Smith College with a little nudging from my mother and with a heady sense of infatuation (I had already seen its beautiful campus). And although I found some of the most enlightened people there I have ever known, I soon found out that liberal arts is not all one learns

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in college—especially if you are black. My syllabus included valuable lessons in human nature, lessons I still use to navigate almost seven years after my graduation.

I can remember thumbing through dusty yearbooks at college, left over from decades before, and trying to find a single black face. There weren't many. Maybe one every four years or so, sometimes none. But Smith was the rule, not the exception.

As far as blacks are concerned, Southern schools have an even more

recent track record. As Agnes Scott turns the pages of its history in the months leading up to Centennial, black faces will be noticeably few. Of the College's approximately 9,000 living graduates, 45 have been black. The College admitted its first black student in 1965, graduated its first black student in 1971.

The '70s were giddy years for blacks and higher education. The portals were thrown open during the decade of equal opportunity. Black students won a number of concessions during clashes with college and university administrations,

including black studies programs and more black faculty and staff. But now, many colleges have dropped or altered special programs and some blacks feel that higher education is renegging on its commitment to minorities.

Admissions officers at selective institutions claim to find it increasingly difficult to attract "competitive" black students. Columbia University's assistant director of admissions admitted to *The New York Times* that they no longer recruit as many black students in the inner city schools sur-

campus. "I know of one school where 10 years ago we used to take the top 20," she says. "Now we are lucky if the top five are competitive."

For some young blacks, higher education doesn't offer a viable option. "College is no guarantee of success," says one young man in *The Chronicle of Higher Education*. "A lot of blacks graduated from college and they are standing in the unemployment lines just like everybody else."

"The number of black 18- to 24-year-olds with high school degrees increased from 2.7 million in 1980 to 2.8 million in 1985," reports *The Chronicle*. Colleges are losing young blacks to vocational schools and the military at an alarming rate.

Director of Admissions Ruth Vedvik feels good regarding Agnes Scott's track record at attracting black students. "It's one of the areas we've really done a good job in so far. I don't think we've done as good a job on campus, which hurts us in recruiting," she admits. "I'd like to see continued emphasis on improving life for blacks here on campus."

Seven percent of the student population at Agnes Scott is black, she says. "A lot of fine schools would be delighted to have one to two percent of blacks in their student body," she adds.

Of course one to two percent at Rice or Tulane is a lot more bodies than the 30 or so black students at Agnes Scott, but Ms. Vedvik believes that is stressing the wrong point. "We probably work a lot harder to recruit one student—black, white or whatever," she says.

Because of its smaller size, Agnes Scott can take advantage of the personal touch. Jenifer Cooper '86, the College's minority admissions counselor, visits predominately-black high schools in the metropolitan Atlanta area, and the states of Georgia, Alabama and South Car-

olina. Agnes Scott participates in a college fair held for black students and sponsored by the National Scholarship Service and Fund for Negro Students or NSSFNS, for short.

"We have several events especially for black students during recruitment weekends," says Ms. Vedvik. "We discuss issues they should address when looking at a predominately-white college." The admissions officer does not try to sugarcoat the facts. She brings in alumnae and present students to speak with black prospective students. "We try to stress that they will grow from the experience in ways that they wouldn't if they attended a predominately-black institution," notes Ms. Vedvik.

Many blacks would argue that they are more likely to grow more resilient. Glo Eva Ross-Beliard is a Return to College student who is no stranger to the struggle for equal opportunity. She was jailed 16 times before the age of 18 because of her participation in civil rights demonstrations. However, she believes that "the challenge to young blacks at this time is probably even greater in terms of things that are hidden, hidden ideas or hidden actions."

Of the black students I spoke with here at Agnes Scott, all were happy with the education they are receiving. But for many of them, attending a predominately-white school is like taking a dose of medicine. It may not taste good going down, but the result will be worth it. They tell tales of social lives that are often negligible or nonexistent and of rocky relations with white students and professors.

"One girl told everybody she had to make me shut up because I was a loud freshman," says one Agnes Scott student, now a junior. "She never heard me, I never went out of my room. I told her she was a liar and she immediately clammed up.

She was going on the impression that all black people are loud."

Black students say their dates are treated differently when they come on campus. "When a white man comes on campus girls don't even think about it twice," says one. "They help them find whoever they're trying to find. A black man comes on campus and the police are called to get them and escort them off. They have to prove that they're legitimate and that's just not the type of treatment you want to have."

Karen Green '86, director of student activities and housing, concurs. "We are frightening away the few black men brave enough to come over here," she says.

The responsibility to assimilate usually rests squarely on the shoulders of black students. Often expected to be an arbiter of all things black, they are frustrated by white students who utter insensitive comments or ask probing questions. A black student will often find herself solo after lab partners are chosen for science courses and sitting alone at the lunch table. Social situations can get unnervingly uncomfortable. One Agnes Scott freshman who attended a small, predominately-white prep school, relates how funny she feels at rush parties. She has discovered that in college, unlike her high school, "there is pressure being around a lot of white students when you're the only black."

Ironically, the more pressure blacks feel to make the first move with white students, the more they tend to turn to each other. This in turn can make white students resentful and sometimes hostile. In her study, "The Plight of Black Students on White Campuses," the University of Wisconsin's Dr. Carolyn Dejoie wrote, "Black students have been criticized for 'segregating' themselves. However, sharing com-

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Perhaps

it is growing older and realizing the way of the world. Or maybe the racial climate in this country really has changed as close observers have been telling us all along. But all of the black alumnae interviewed for this article were pleased with their Agnes Scott education. The issue of race is something they chose not to dwell on in their remembrances of Agnes Scott. Rather, they chose to remember the close friendships they made—and their academic training.

"I really appreciated the rigorous course of study," says Belita Stafford Walker '72, one of Agnes Scott's earliest black graduates. "At the time, it was a challenge." She is now a clinical social worker in practice with her husband in Columbus, Ga. She encouraged her sister-in-law, Princeanna Walker, a junior, to attend Agnes Scott.

Ms. Walker had the unenviable position of being the only black residential student on campus the first two years of her stay here. She believes that being an only child helped a lot, as well as pioneering before. "I had been a trailblazer in high school," she notes. "I was

among the first group of students to integrate Columbus High School. Of course, there were a whole lot more of me there than at Scott."

She concedes that she "missed the presence of other blacks on campus to share things that would have been particular to me."

Her social life was always an effort she says, but a hometown friend at Emory University eased the burden somewhat.

Vernita Fowden Lockhart '76, a native Atlantan, also went off campus to socialize, but having lots of friends at the predominately-black Atlanta University Center helped. She was one of two blacks in her class, both of whom lived in Walters.

She recalls one racial incident in her dorm freshman year. Her floor gave a birthday party to which she was invited. When she arrived, a white student told her the party was for whites only and she'd have to leave. "It took everyone by surprise," she says. "I must have had a very hurt look on my face, then she laughed and said, 'Oh Vernita, I'm just kidding.' Today I wish I had said something to give her something to think about."

Still, she recalls the College fondly and contributes every year. "The reason is that they gave me something," she explains. "They really helped me. My parents couldn't have afforded to send me to Scott. There were three of us in college at the same time."

Kecia Cunningham, who graduated last year, spent her first two years at Wellesley College in Massachusetts. "I didn't identify with a lot of things the women who went to Wellesley were doing," she says of her decision to come to Agnes Scott. "I spent a lot of time trying to make money to buy clothes and other things to fit in. I was peddling as fast as I could, but couldn't keep up. I lost sight of me.

"Agnes Scott had always had a very soft spot in my heart. They stood out because of the personal touch." After deciding to leave Wellesley, she "never thought about going anywhere else."

"I really love the College and have no problem recommending it to my sister or any incoming freshman, black or white."

She also sees problems with the social situation of black students at predominately-white institutions. "Blacks on campus are left to their own devices as to meeting other black men and women," she says.

"I can remember going to frat parties being the only black in the entire room and feeling very uncomfortable. It was nothing to go to a frat party and not be talked to all night. I eventually stopped putting myself through that torment."

It is difficult for blacks to attend predominately-white colleges, these women agreed. Some survive their four years, others don't. Kecia Cunningham put it succinctly: "You have to be sure of your identity as a black person to make it worthwhile."—SN



Kecia Cunningham

rounding the University's Harlem mon experiences, empathy and understanding is the bonding element that sustains [them] through the turmoil of unequal opportunity in white-dominated higher education."

During their college years many blacks find themselves fighting to be seen and heard by their white peers. A white student at Vanderbilt and a founder of the school's Racial Environment Project acknowledged, "There is no encouragement among the whites...to become friends with [blacks]. It's not hateful; it's kind of an indifference."

Says Robert E. Pollack, dean of Columbia College, "If you don't have a friend of another race in college, it becomes less likely that you will at any point after that."

The classroom and residence hall each present their own set of problems.

Students report challenging faculty members who still teach material about blacks that is dated or stereotypical. In some classes the contributions of blacks are ignored altogether. The black students I talked with at Agnes Scott expressed dismay that professors don't often understand their cultural perspective and will see their ideas as somehow wrong or missing the point. "The black experience is much different," says Ms. Ross-Beliard. "When you have a different perspective it doesn't mean that that perspective is incorrect, it means that it's just different."

"I had a student tell me about a professor who told the class that blacks had never contributed anything to the civilized world," said Jenifer Cooper, almost shaking with anger. "Why should a black student have to put up with that?"

Often students still find themselves butting heads with administrators who do not—or refuse to—understand their special needs. "For a long time there wasn't enough

support from the university," says a Harvard Radcliffe junior in *Ebony* magazine. "It was the school's attempt to say 'Well, now that you've brought whatever has made you special to the campus, forget about it—everybody's the same.' But while things are fairly harmonious racially, you still want to preserve what you have in common."

Increasing racial disharmony on their campuses and low retention rates for black students are snapping educators out of their complacency. Last year officials from 27 selective liberal arts colleges, Bowdoin, Davidson, Grinnell, Pomona, Smith and Wellesley, among them, met to discuss these issues. Jenifer Cooper and Dean of Students Gué Pardue Hudson '68 were there also. "After Swarthmore," Dean Hudson admits, "I wondered, Are we being inclusive? Are we doing enough?"

Perhaps not. The buzzword that crops up frequently in conversations with black students here at Agnes Scott and elsewhere is alienation. As Ralph Ellison's protagonist says in "Invisible Man," "... People refuse to see me... When they approach me they see only my surroundings, themselves, or figments of their imagination—indeed, everything and anything except me."

Discussing her years at Agnes Scott a junior echoes this sentiment. "I feel invisible. I don't feel as invisible as I did the two years before, and the reason is that I have raised hell. And it wasn't to gain attention, but I have jolted people and said, Look, you're going to see me, damn it.' And they've seen me."

The student thinks that when white students plan social events, black students are not considered. "We don't cross their minds," she says bluntly. But if a social event fulfills the needs of many, why pander to a few? "We have fees just like the rest to pay for our enjoyment,

our social functions, our political functions. We pay the same amount of money as white students and should get the same amount of repayment from that," she says adamantly.

"There are many religiously involved black women on campus," she explains. "When I looked at the list of churches that the Christian Association was offering to take us to, they were all white churches. Every demonization you could think of, but all white. I brought that to their attention, but it hasn't changed, even though they weren't aware that they had overlooked the black students in that way."

"Most black students at majority-white institutions must deal with a double dose of disassociation," says Gué Hudson.

Regardless of the wealth or status of her family, a black student has different cultural perceptions and expectations than her white counterpart. She knows a lot about the rules of the game as greater society plays it, but very rarely does society tailor itself to her needs. To be cultural on white terms, she's expected to be well-versed in Bach, Beethoven and Balanchine, not John Coltrane, Charlie "Bird" Parker and Katherine Dunham. Not only are her white colleagues unfamiliar with black literature or culture, but often they dismiss it as irrelevant.

Students coming from lower economic classes may find the schism even wider. They may waffle back and forth between accepted modes of behavior and dress. Says Princeton University's assistant dean for recruitment in *The New York Times*, "There is no question students from economically disadvantaged backgrounds have an awkward adjustment at a place like Princeton, and then you add to that a minority background. There probably aren't as many people as you like who understand the situation. And

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easy to be misunderstood, regardless of the side you're on." Professor of Sociology John Tumblin's reference was to the touchy and often volatile issue of minority hiring in the faculty ranks. And if his words sound as if battle lines have been drawn, in some respects they have. At Agnes Scott and other colleges across the country, faculty have been given a mandate: to find black scholars and bring them to their campuses.

For faculty hiring committees, the issue is more complex. Blacks earned 820 of the 31,770 doctoral degrees awarded in 1986. That number represents 26.5 percent fewer than in 1977. Over half of the degrees were in education. A closer look at the statistics signifies an even more ominous trend. While the number of Ph.D.s awarded to black women has risen over 15 percent since 1977, those awarded to black males decreased by half. Add to this the difficulties of luring black scholars to small college campuses in towns with few or no blacks and the picture looks bleak.

Those colleges that have been successful in boosting black fac-

ulty on their campuses say talking about the need is not enough. Aggressive, often unorthodox, action is necessary to achieve racial balance, these administrators agree. "When you're at an institution that does not have a long history or a sizable black population, the traditional methods don't take you far enough," Jan Kettlewell, Miami University's dean of education and allied professions, told *The Chronicle of Higher Education*.

How does that picture translate for a school such as Agnes Scott? With a black student population of seven percent, Agnes Scott has no black or minority professors. Its small academic departments usually require jack-of-all-trade professors, or generalists, as they are commonly known, to fill one spot, but the rest are usually specialists.

Like other aspects of the economy, the situation becomes one of supply and demand. The upside is that the few—and prized—black Ph.D.s in mathematics will probably make a higher starting salary than their white counterparts. But the expectation of paying a black more can often serve to lock them out as well.

"In a sense we're caught in a bind," says John Tumblin. "The consensus is that the faculty is not working hard enough to get a black on campus, yet with a limited budget, the department knows what it wants in the way of specialists. The department has a responsibility for spending money as efficiently as possible."

He thinks the faculty should press for an endowed chair in black studies. "Then with enough money for a chair, we can advertise for a black scholar who'll teach across several disciplines." None of the departments currently involved in a faculty search held out any hope of finding a black candidate. Either their areas of specialty, such as

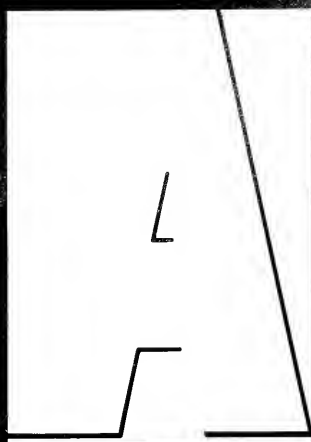
European history, were not popular among black doctoral candidates, or they had not been successful in luring black candidates in the past. "I'm a little anxious about what we will find in terms of a generalist who is also black," says theatre's Dudley Sanders, whose department is currently conducting a search.

But scarcity is not the only obstacle to luring black scholars. Hardly ever uttered publicly, but sometimes believed privately, is the notion that hiring blacks will somehow lower academic standards. "In the late 1970s we saw a temporary increase in the number of blacks getting Ph.D.s, an increase in the number of positions available," said William B. Harvey, a senior member of the Research Group for Human Development and Educational Policy at the State University of New York at Stony Brook, in *The New York Times*. "[We] still saw a declining number of blacks on faculties. Clearly universities are not interested in blacks with the requisite credentials."

Some schools like the University of Massachusetts, Ohio's Miami University and Kennesaw College in Georgia have been extremely successful in their efforts to recruit and retain black faculty. One common denominator, they say, is commitment from the top. "The school's chancellor must set the tone," said Robert Corrigan, chancellor of the University of Massachusetts at Boston, in *The New York Times*. "Once blacks know the institution is receptive to them, they come."

Administrators have a tough job challenging misleading and damaging perceptions, but, said Dr. Ed Rugg, interim vice president for academic affairs at Kennesaw, "If you assume that it's difficult or next to impossible to attract blacks then there's probably a self-fulfilling prophecy at work there."

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Local Success Story

Kennesaw College would seem to have everything going against it as an appealing environment for blacks. It is located in the northern reaches of Cobb County, which has one of the lowest percentages of black inhabitants in the five-county Atlanta metro area. It is part of the University System of Georgia, a sprawling, commuter campus of some 8,000 students. Yet Kennesaw has 21 black faculty members, up from six just three or four years ago. They represent 10 percent of the faculty.

"We started with a commitment that went beyond simple notions of body counts," said Dr. Rugg. "Black colleagues working closely with whites demonstrates the effectiveness of an integrated community, not just in terms of satisfying a quota by some external agency."

For Kennesaw the process did not happen overnight. The college began its effort by going directly to the black community. College President Betty Siegel spoke at black churches and community groups. Ministers and community leaders were impressed by Kennesaw's efforts and began to talk up

the college to their constituents. "The confidence we built over the course of the first couple of years helped in our recruiting efforts," said Dr. Rugg. "That extra effort told people we were serious." It has paid off in increased black representation among students, staff and faculty. Several black churches demonstrated their faith in Kennesaw by contributing scholarship funds to the school.

To Dr. Rugg, equal opportunity and equal access don't always mean the same thing. "Sometimes we operate on the assumption that if we throw out the net, everyone will have the same opportunity to get into it. But that's often not true and one has to be more creative at times."

Let alone believe that all these scholars are in black-related disciplines, Dr. Rugg notes that Kennesaw has no Afro-American studies department. "We didn't earmark them for black studies," he said, "rather we weave that different perspective into the curriculum." Kennesaw's black faculty runs across the board of academic disciplines, from history and political science to psychology, music and languages. "Virtually every department has a black colleague, some have more," he noted, a rather envious position for any institution to be in.

The One That Got Away

Ironically, Agnes Scott's only full-time black professor, a sabbatical replacement in the English department, now teaches at Kennesaw. Carolyn Denard spent a year at the College in 1984-85. "I expressed a desire to stay, my relationship with students and faculty was good," she now says. "On the teaching side, it seemed that student enrollment at the time couldn't justify an additional faculty member. And the position

they did have open, was not in my area." Dr. Denard's concentration is in American literature, the department was then looking for a British specialist.

"I did everything but back-flips to keep her here," said Pat Pinka, then-English department chair. "She was a very good teacher."

"Bible and religion, economics and English all recommended her for the position of associate dean of the College," she noted, but it later went to Dr. David Behan, professor of philosophy.

While she was at Agnes Scott Carolyn Denard saw her presence as an asset to both black and white students. "I think that's a point that's often forgotten," she said. "Cultural education on the other side can create the kind of well-rounded person that [liberal arts institutions] strive for."

"I've had students at Kennesaw tell me, I didn't like blacks before I took your class," she explained. "So it's more than retention, it's exposing people to all kinds of cultural opportunities they haven't had."

As for black students at Agnes Scott she noted, "I got a real sense from them that they wanted someone there—somebody that you could talk to without explaining a lot of things."

College Dean Ellen Wood Hall '67 hopes that there soon will be someone following in Carolyn Denard's footsteps, although she doesn't harbor any misconceptions about the difficulties of attracting a black professor to a campus that currently has none. That person will serve as mentor, role model, token, and magnet at the same time. It's often an extraordinary burden, even for the most committed teachers. But, she said adamantly, "There will be someone who will be willing to take the risk and become the first, the second and third, I hope." —SN

when you go home, that feeling doesn't go away."

"Sometimes I feel like I am going through a time warp," says a Yale student in the same article. "It's two different worlds. At times I have felt like I don't really belong anywhere."

Dean Hudson believes that "it takes a very strong woman to deal with so much confusion at such a young age and crucial state of development." After the Swarthmore Conference, she and Jenifer Cooper met with faculty, staff and student groups around campus to make others aware of the difficulties minorities face on white college campuses.

"The conference made me realize how much more needed to be done on our campus and nationally to ensure that more minority students are recruited and graduated from selective liberal arts colleges," says Dean Hudson. "It is clear that we are just beginning to realize how we have failed to support many of the needs of these students," she adds.

"There are some things we have done that I'm proud of," she admits. First and foremost is a stronger presence of black administrative staff. From the Office of Development to Director of Student Activities students are seeing more blacks faces in the college's offices. "By having a minority woman, Karen Green, as director of student activities," says Dean Hudson, "we have significantly reduced racially-based roommate problems."

"Students for Black Awareness (SBA) has taken a more pronounced role on campus — with more visibility than in the past," she continues. Their officers went on the Student Government Retreat last year for the first time.

The dean is also proud of the campus' celebration of Black History Month during February. This year's Founder's Day speaker was former Congresswoman Shirley Chisholm.

President Ruth Schmidt opened this academic year by unofficially making it "the year of community diversity." She appointed a group charged with "developing and recommending educational activities and programs, formal and informal, that will sensitize all persons in the community to the richness of understanding other persons' lives." This year's Staley Lecture Series featured a panel on racism that offered provocative discussion. It was moderated by the Rev. Rebecca Reyes, the first hispanic woman ordained a Presbyterian minister.

The president has also asked the faculty to look more closely at recruiting minority faculty (see sidebar). However, the struggle among colleges to secure black faculty is every bit as tense as their struggle to attract highly qualified students. Although minorities accounted for 20 percent of the nation's college age population in 1983, they received only 8 percent of the 31,190 earned doctorates that year. Of that group, blacks, Puerto Ricans, Mexican Americans and native Americans together made up a scant 4.4 percent. The number of blacks earning their master's was 6.5 percent in 1979, down to 5.8 percent in 1981. Educators see little hope of these statistics improving.

And as Brent Staples wrote in *The New York Times*, "The fewer black faculty members and administrators there are, the fewer role models and recruiters exist to attract the next generation of blacks to college campuses."

"You don't have to be a genius to see what all this declining access adds up to," says a professor of political science at the University of Chicago. "People are being permanently locked out of opportunities."

Agnes Scott administrators are hopeful. The College has an excellent chance of attracting qualified minority faculty and administrators due to its close proximity to a city

associated with booming opportunities for blacks.

After allowing the concerns of minority students to fall prey to "benign neglect," to their credit many colleges and universities are starting to pay attention to these issues again. "Schools with long-term plans are seeing that if they want to maintain enrollment, they have to look toward minority communities," says Ruth Vedvik. "We have a chief executive here who is very committed to minority issues," she continues, "but the rest of society has a real job in getting these kids through school and preparing them for college."

Statistics show that by 2025, nearly 40 percent of the country's 18- to 24-year-olds will be minority group members, according to a report by the Education Commission of the States and the State Higher Education Executive Officers. "Focus on Minorities: Trends in Higher Education Participation and Success" concludes that "minorities cannot achieve full participation without access to institutions, but access is not enough."

"Successful completion of a demanding, high-quality undergraduate curriculum is the key to minority success. This is why states must, and have, put such a great emphasis on collaborative work with the schools to improve academic preparation," the report states.

As for Agnes Scott, Dean Hudson remains optimistic, "There are people in important positions committed to making this a reality," she says. "And I think we'll continue to progress." ♦

Stacey Noiles is managing editor of this magazine.

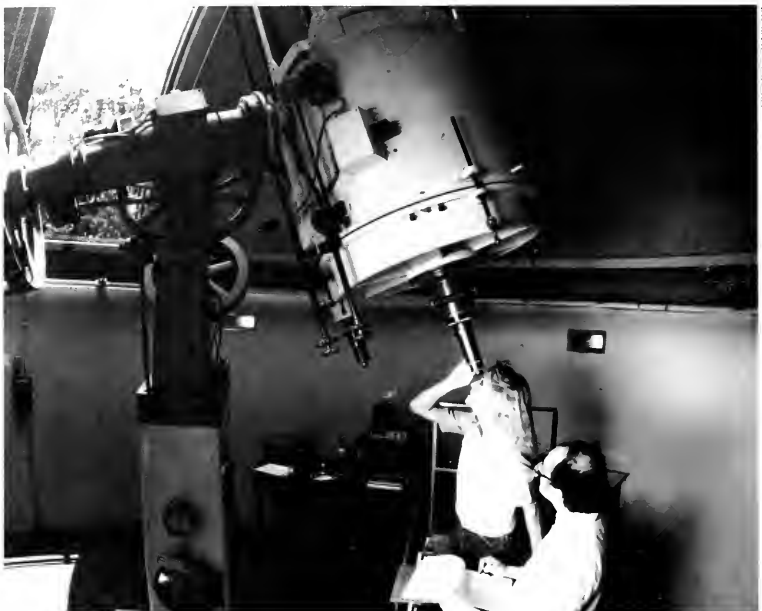
Prospects shine brightly for the Beck telescope

Alberto Sadun is already smiling over the pending move of Agnes Scott's Beck telescope. "For three years there has not been a single astronomy major," the assistant professor of astronomy says. "This year I have six because the rumor went around that the telescope will be moving."

It is rumor no more. In October the board of trustees approved relocating the 30-inch telescope to a site at Hard Labor Creek State Park—less than an hour's drive from the College. Agnes Scott would be in partnership with Georgia State University, which would own and operate the new observatory. The move will cost the College approximately \$25,000. Georgia State will furnish the building, some instrumentation and build a road leading to the site.

For astronomers and other folks, Atlanta's growing population makes stargazing an increasingly difficult diversion. The more people, the more streetlights, billboards and so on. Consequently, light pollution litters the nighttime sky. "We can see 20 or 30 stars from here," explains Professor Sadun. "From downtown Atlanta you can see two or three at most."

At Hard Labor Creek, one of the darkest sites in the Southeast, according to the professor, one can see as many as 6,000 stars. What's more, there's only the dimmest chance that lights will ruin their parade. "The new observing site is in the middle of a state park adjacent to a natural forest. By



the time we celebrate Agnes Scott's second centennial, we fully expect the telescope to be there and operating efficiently," notes Professor Sadun.

"The difference is really going to be incredible," he continues. "Between the dark skies of the new site and the new instrumentation, it will increase the sensitivity by a factor of 1,000. [The Beck] will rival any telescope in the East."

Photographic exposures that take 60 minutes in Decatur can be done in 4 seconds at the new site. Sophomore Amy Lovell told the Profile, "It's difficult to do research when you have to take an hour-long exposure. You have to babysit the telescope and cover the photographic plate when planes fly over, develop and then let them dry. Compared to that,

having an image of the object in four seconds is wonderful."

Alberto Sadun concurs, "We will be able to do things that represent high quality research."

Students will only have to spend a few days at the observatory, then return to Agnes Scott to analyze the data. Dr. Sadun sees publishable results from this. "People all over the country will suddenly be taking an interest in what goes on in this corner of the world," he says.

Bradley Observatory will

still house the department's labs and lecture rooms and several smaller scopes. Dr. Sadun, also the observatory's director, is looking for a smaller, powerful telescope to replace the Beck. A smaller one will work just as well, he believes, if designed with light pollution in mind.

But, he stresses, "you can't see dim objects from here. Period. No matter what. Ten years from now only bright planets and the very brightest of nebulas will be visible."

PROSE PROPOSITIONS

As part of the Centennial Celebration, the College plans to publish a short, illustrated history of its first 100 years. If you have experience in writing or editing such a book or know someone who does, please send name, address and resume or background information to: Carolyn Wynens, Director of the Centennial Celebration, Agnes Scott College, Decatur, Ga., 30030.

College mourns Dr. George Hayes

Professor of English Emeritus George Passmore Hayes died Oct. 22. Linda Lentz Hubert '62, a professor of English at Agnes Scott, was one of his pupils. She chose the occasion of Sophomore Parents Weekend in 1976 to reflect on him. This article is excerpted from her speech.

There is nothing more exhilarating than the process of watching the births of our own imaginative and intellectual capacities, nothing more stimulating than our own small epiphanies, our very personal confrontations with the wonders of the human mind.

Professor George Hayes was the ideal impetus for this delight. "The art of teaching is the art of assisting discovery," wrote Mark Van Doren, surely thinking of George Passmore Hayes as he wrote. The study of his private hours expanded and included us, the students in his classroom. We discovered literature in his company: nothing came packaged neatly or very systematically: a student's class notes were probably no more orderly than the vigorous crayon underlinings in Dr. Hayes' books seemed to be. But those underlinings were deceptive in their apparent sloppiness; intricate indexes bound his studious notations together. The student, in her seemingly disjointed notes, might if she were lucky, capture a sense of the life—the true and vital ordering in the class. Her brain would inevitably leave class reeling, struggling desperately to keep pace with the emotions.

A Phi Beta Kappa graduate of Swarthmore College,

George Hayes received his doctorate from Harvard, studying under the famous scholar, George Lyman Kittredge. For several years, he taught at Roberts College in Istanbul, Turkey, his only teaching job before coming to Agnes Scott to head the Department of English in 1927. He retired at 70 in 1967, receiving then many tributes of the love and honor in which he was held. His retirement was, of course, duly noted in the Agnes Scott Profile. I am interested in the publication of an interview that apparently took place in a small dusty room under the Presser stage. The interview was not given in Dr. Hayes' own office—a self-expressive, slightly larger, probably dustier room in the bowels of Presser—sophomores were

using his office and its plethora of books for study, and he wouldn't have them disturbed. In that interview Dr. Hayes observed that sophomores were always his favorite class to teach. He liked them best, he explained, because "they can be impressed, because they work hard, because they will stick their necks out in class." The sophomores who used that office to prepare for their test should have done well: the atmosphere of the Hayes sanctum had to be well charged.

I will always have vivid memories of an afternoon some years ago. Dr. Hayes, who was then still in his little house on McLean Street, had books by and about Stendhal spread all over the dining table and his study table as well. His face was animated

with enthusiasm for the great author; his brain was alive with plans to teach Stendhal to the groups of women still coming to him for literary leadership.

In the course of his career, Professor Hayes did little of the practical and sometimes professionally profitable publishing of articles in learned journals. He approved of research, but for him teaching was being both student and teacher and was all-consuming. Over the years, however, he wrote a number of short pieces for various occasions at Agnes Scott, and in one of these he speaks of the quest for identity or individuality, which is another way of defining the process of study, the discovery of its joy.

With you, going the same journey, are we teachers. We are like the quarterback who throws passes at the . . . [tight] end running full speed toward his goal. Yet basically we and you are not pedagogues and pupils: we are fellow beings whose spirits interlock with yours as together we search, without us and within, for beauty, holiness and truth. What we find comes to us like new found land. In fact it is more: it is a new heaven and a new earth, not the same old hell. It is also a glorious secret in the breast that makes the heart dance, the step light, and keeps one youthful beyond the days of youth.

That zeal for study characterized Professor Hayes all his life—and sustained a remarkable and youthful spirit with an immense capacity for learning and teaching.

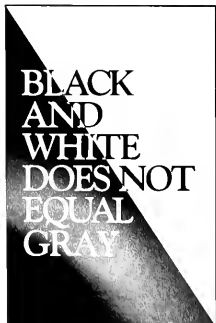
—Linda Lentz Hubert



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What are black
students learning
on white campuses?



AGNES SCOTT

THE NEW YORK TIMES

THE NEW YORK TIMES



This summer, twenty Agnes Scott faculty members went back to school. In a seminar partially funded by a grant from the National Endowment for the Humanities, faculty from disciplines across the board again hit the books. Their study created a springboard to explore how values are taught in our society. Professors waded through stacks of assigned reading during evenings and weekends, then listened to scholarly presentations and discussed the topics during the day. Serious reading here — the Old Testament, Aristotle, John Locke, Simone de Beauvoir, and other leading voices of Western values. In reading and discussion, they pondered how these texts conveyed certain values, and how these values affected modern values and self-perceptions. They asked: What marks an educated person? What values, knowledge, and sensibilities should a graduate possess? How are those qualities developed? In essence, how do we teach?

Implicit in our faculty's deliberations was its belief that education is more than transmitting knowledge; it must challenge students to use their knowledge and ability wisely.

I listened to similar discussions recently on the other side of the country, at the national meeting in Anaheim, Calif., of the Council for the Advancement and Support of Education, of which Agnes Scott is a member. Advancement professionals must understand and articulate their institution's needs and strengths, as well as education's broader issues.

Agnes Scott has again been honored for doing this well. In the 1987 CASE Recognition Program, we received top national honors for the design of our recruit-



ment and campaign materials. The videos produced for both recruitment and fund raising won silver medals, as did the fund-raising communications program. The Alumnae Magazine placed in the top ten College Magazines for the second year, and picked up a bronze medal for periodical resources management. The College received nine medals, in competition with colleges and universities of all sizes.

In this issue the Lifestyle section features four alumnae who have been recognized by the Alumnae Association as outstanding examples of liberal arts graduates. The second part of a series on Agnes Scott's trustees looks at the challenging role they play, given the pressures facing higher education today. Our board is more involved than ever before, and

they are already working to assure that equally dedicated trustees follow them.

In "State of the Arts," writer Michael Mason surveys the improvements underway in the College's arts programs, made possible by a grant from the Kresge Foundation. To claim the \$300,000 grant, however, the College must raise another \$836,232 by June 1, 1989.

Writer Jeannie Franco Hallem found that Professor Alice Cunningham takes her work seriously. The William Rand Kenan Professor of Chemistry is a premier educator and leader among her colleagues. She just can't let things alone if she can see ways to improve them.

Our centerfold brings you a photographic tour of the new campus life and physical activities facilities. We hope all of you will visit during the Centennial Year, which begins in September, and tour our historic and new places in person. — Lynn Donham

Editor: Lynn Donham, **Managing Editor:** Stacey Noyles, **Art Director:** P. Michael Mella, **Editorial Assistant:** Angele John
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Like other content of the magazine,
 this article reflects the opinion of the writer
 and not the viewpoint of
 the College, its trustees, or administration.

Thank you for sending me the Spring Agnes Scott Alumnae Magazine. If you are eager to know how your constituents feel about "Luring Scholars into Science" (Page 11), why don't you ask some of them who have been lured? Bettina Bush Jackson, Ph.D., in bacteriology and biochemistry:

Bettina B. Jackson '29X
Robbinsville, N.C.

As the current president of the Christian Association, I am concerned about the religious outlets offered to all Agnes Scott students. When I assumed office, one of my main goals was to provide all members of the Agnes Scott community [with] a sense of belonging to CA. I realize that in some cases I am fighting an uphill battle because the Christian Association as a whole has not in the past attempted to include those who do not match the conservative, white stereotype.

In your last issue of the Alumnae Magazine a black student was quoted as saying, "There are many religiously involved black women on campus. When I looked at the list of churches that the Christian Association was offering to take us to, they were all white churches." She further remarks that no change has taken place, even though they weren't aware that they had overlooked the black students in this way.

I assure every black student on this campus that I, even though I may be the only member of the Christian Association who is, am keenly aware of this injustice. In fact, while I served as vice-president during my junior year, I tried to change this. My warning apparently went unheeded. This will not happen again, and I desire that the black students at Agnes Scott will join me to correct this wrongdoing.

The call of Christianity is to love one's neighbor, not to exclude her. I apologize on behalf of the Christian Association for this grave error.

Dolly Purvis '89
Decatur Ga.

Agnes Scott
Alumnae Magazine

AGNES SCOTT

Page 8

State of The Arts



A \$1.4 million boost will go a long way towards ensuring a viable arts program for Agnes Scott.

Page 14

New Life, New Places



A more useful life for the old gym and a get-acquainted tour of the new.

Page 16

The Navigators



Charting a sure course for the institution—a second look at the College's trustees.

Page 20

The Heart Of Things



Alice Cunningham expects the best from herself, and the people and places around her.

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Lifestyles

Page 26
Calendar

Super fund-raiser Gellerstedt takes on ASC's big challenge

Name a major Atlanta volunteer organization and chances are that Mary Duckworth Gellerstedt '46 has not only been a member, but served as chair as well. The recipient of the Centennial Award for Leadership to Agnes Scott and the Community says, "My first thought when I learned about the award was that everyone who knew me as an Agnes Scott student would think this was absolutely impossible."

Upon reflection, she notes, "I don't think there's anyone who has appreciated what Agnes Scott did for them more than I have, or is more aware of the confidence Agnes Scott gave them to assume a role in leadership."

The Gellerstedt family principle is: "You have to pay your civic rent."

Mary and Lawrence Gellerstedt made their first installment with United Cerebral Palsy. Some friends purchased a home that was converted to a school for cerebral palsy victims. Mrs. Gellerstedt provided the only relief for teachers by volunteering as a teacher's assistant once a week. Their children were measured as stand-ins so that small desks could be made for the pupils.

At Piedmont Hospital, Mrs. Gellerstedt started volunteering as a 'Pink Lady' at the admissions desk. Soon after, she was assistant treasurer for the Auxiliary Board of Directors and then became a vice president. Patient flower delivery fell within her domain. One



Christmas Eve she recalls worrying about getting patients their flowers. Her husband told her, "No problem. You and I will do it."

"This is the way we've worked together on everything," she says. "We're a team." Both received Volunteer of the Year awards in 1986.

Her work with the hospital culminated as president of the Piedmont Hospital Auxiliary: "It was a wonderful job," she says. "The hospital was well-organized and I gained a deep feeling of satisfaction from helping. There is no greater satisfaction in the world than helping people who are in trouble feel a little more secure or a little more able to face what

they must face.

"Lawrence and I have been fortunate to be involved in a time of rapid growth in Atlanta," she allows. Once apprehensive about fund-raising, Mrs. Gellerstedt has become quite successful at it. She helped raise \$360,000 for Piedmont as this year's honorary chair of the Piedmont Ball.

Under her leadership as fund chair for the Atlanta Symphony Orchestra Associates, the group raised \$1.25 million for two consecutive years. She is only the second woman to serve as president of the symphony's board of directors. "I love music," she says. "But I'm not an educated musician. Practical people are needed

to take care of the symphony orchestra, too."

As president, she was in charge of a \$12 million annual budget, and under her leadership, the symphony has completed the last two years in the black — with a surplus. "Not many symphony orchestras can boast that," she says. This year the Atlanta community raised more than \$1 million so that the orchestra and chorus could tour major music halls in Europe this summer. The Gellerstedts went with them on the tour.

After various terms in Agnes Scott's alumnae association — including one as president — Mrs. Gellerstedt has accepted her greatest challenge from the College. She and her husband serve as co-chairs of Agnes Scott's \$35 million Centennial Campaign. "I had been involved with fund-raising enough that I thought it would be interesting to be part of a big centennial campaign that would be conducted professionally," Mrs. Gellerstedt explains.

"The centennial drive is an opportunity to renovate the old and bring in the new," she continues. "We will be able to do exciting things at the College. The funds raised will [keep] Agnes Scott the outstanding women's college in the entire South."

The woman who has made a full-time career of volunteerism says, "I can't conceive of not giving of yourself to other people. You grow each time you have a new experience, and gain the satisfaction of watching something develop that you have been a part of." — Laurie K. McBraver '83

Ellen Smith's first rule of law: Sometimes it's ok to break the rules

When Ellen Virginia Hines Smith '61 announced her plans to go to law school, her family was horrified. It was 1961, and girls just didn't go to law school.

"My brother was a third-year law student at the time, and he stayed up all night trying to talk me out of it," Ms. Smith recalls.

When that didn't work, he laid down some basic rules for her as the only girl in her law school class: she would not ask questions or volunteer information in class; she would not speak to classmates unless spoken to; and in all situations she would keep in her place.

"The first two weeks were awful," Ms. Smith says. "I went from being with all girls to being with only men. I ate alone for two weeks, and I had never eaten alone in my life."

She and her male colleagues at the University of South Carolina School of Law soon adjusted to each other, and she happily settled into being "one of the boys, but not quite."

Since graduating second in her class in 1964, Ellen Smith has found herself repeatedly cast as "one of the boys, but not quite." In 1970 she became a civil court judge and Spartanburg County's first female judge. She soon moved to Spartanburg's civil and criminal courts, first as an associate judge, and then in 1973 as chief judge.

She now serves as a Spartanburg city council-

woman — the first — and is executive director for Piedmont Legal Services, Inc.

She attributes much of her success to the love and support of her husband, D. Lesesne Smith III, a real estate broker, and her parents.

"Daddy didn't think much of women lawyers, but he thought I was wonderful — no matter what I did. And Mother was always excited about everything I ever did," Ms. Smith says.

Although Ms. Smith is serving her second term on the city council, she does not view her position as a stepping stone to higher political office.

"I've turned down chances to run for the legislature," she says. "I don't want to go to Columbia. I want to do just what I'm doing."

Much of what she's doing is in the area of poverty law, which provides her both with

an intriguing intellectual challenge and the opportunity to do good.

"It's a very complicated subject," she explains. "More than anyone else, poor people are regulated by federal and state law; meanwhile you have someone with a fifth-grade education trying to figure it all out. It's a great opportunity to help people who need help the most."

The pioneering attorney has made tremendous impact on indigent legal services in South Carolina since she started out in 1976 as the only lawyer in Spartanburg's legal aid office. Now called Piedmont Legal Services, the office has grown to twenty-one employees and two branches that serve low-income clients in seven counties.

But Ellen Smith's interests go beyond poverty law. She is chair emeritus, board of directors for the Ellen Virginia

Hines Smith Girls' Home; a steering committee member for the Central Business District Master Plan; board member, Spartanburg Development Corp., and president of the Spartanburg Symphony Guild.

In the past, Ms. Smith has also led various other projects, from a little theatre group to the Mayor's Task Force on Crime and Juvenile Delinquency. She was recently named an Outstanding Alumna for Service to the Community.

Hers is a hectic, but satisfying life, she says. In 1984 she was diagnosed with lung cancer. The doctors gave her a five percent chance of survival. Faced with death, Ellen Hines Smith realized that, "I was living where I wanted, with the people I wanted, doing what I wanted to do. Isn't that what everyone wants?"

After two years of radiation treatment and chemotherapy, her doctors say she is cured. Recently she had her last appointment with the oncologist.

Although content, several dreams still call to her. After years of competition, she has yet to win a trophy at the Coon Dog Day celebration in Saluda, N.C., where the Smiths own a lakefront home. The prize requires building elaborate floats, and one particularly ambitious year, Ms. Smith painted herself silver and dressed like the Statue of Liberty while brandishing a replica of a coon dog over her head. She lost. Undaunted, she'll enter again next year. — Lisa Crowe

Lisa Crowe is a freelance writer.



A class ring whets Westcott's appetite for philanthropy

I pray every day that I will grow old gracefully," says Lulu Smith Westcott. As the 90-year-old begins another of her hectic days, her friends see no signs of slowing down. Her weeks are crowded with club meetings, church activities and volunteer work in the north Georgia town of Dalton. Her schedule has been this full since her return to Dalton after her graduation from Agnes Scott in 1919.

Good friend Fannie B. Harris Jones '37, says that after Lulu Smith arrived at the College, "She wrote home to the five or six girls still in high school [and] considering Agnes Scott [to] warn them, 'Take harder courses, learn to study harder, this is a hard place.' It didn't discourage those girls," Mrs. Jones says. "They came on and we've had another 30 Daltonians (including herself) that have come since."

Senior year Lulu Smith was student government vice president, senior class vice president, president of Rehekah Scott Hall and a member of HOASC, the Honorary Organization/Order of Agnes Scott College — predecessor to Mortar Board.

Mrs. Westcott's financial support for Agnes Scott began early. To contribute to the endowment fund her senior year, she gave up her school ring, yearbook, and spring break to donate the money she saved. The spring break part was especially difficult as she had her soon-to-be-husband, George Lamar Westcott, waiting at home,

"After four wonderful years, I received my AB at noon and two hours later in the same chapel I was married," she says. The faculty sat in their full regalia while Dr. Frank Gaines, Agnes Scott's first president, and her hometown minister both presided. "They must have done a good job," Mrs. Westcott concludes, "we had 62-1/2 happy years together." Her classmates decorated

one's living in the community, they owe the community a debt, and we both got involved."

George Westcott, an industrialist, banker, philanthropist and civic leader, served as trustee for several colleges, including Agnes Scott.

Mrs. Westcott helped start the first library in Dalton's Whitfield County. She readily dismisses her extensive or

for my wallet." She finds her practiced appeal in asking for donations usually works. "If a thousand dollars is too much," she tells potential givers, "put yourself in a more comfortable bracket — but not too comfortable."

She has always enjoyed student recruitment. "Lulu doesn't go to a mall to shop — we have a nice mall in Dalton," Mrs. Jones explains. "But the only time she goes out there is when they send college representatives up for college fairs and she can help with recruitment. She just recently wrote a letter about a student for next fall."

"And she's coming, too," Mrs. Westcott retorts.

Lulu Westcott considers her greatest gift to the College not her financial support, but lending her husband's services for 34 years as a trustee. "Whenever they made him a trustee or a chairman of a committee they got two for the price of one," says Mrs. Jones. "She was right with him, both in financial support and continued interest."

Mrs. Westcott's life has been full and she concedes that it helped to be married "to a wonderful man who supported me in everything I undertook as I supported him."

After his death in 1982, Mrs. Westcott continued their philanthropic projects. "There's no telling how many young people the Westcotts have helped send to college," Mrs. Jones relates. "They were just an outstanding couple and the fact that she carried on widowed at eighty-five and is still going strong is pretty remarkable." —Kav Parkerson O'Brian '70W



the chapel with Dorothy Perkins roses, which then bloomed on campus, and every year thereafter Lulu Westcott has received Dorothy Perkins roses on her double anniversary.

After her impressive beginnings in philanthropy in college, Mrs. Westcott turned her sights to Dalton. "She is our shining light," Mrs. Jones says of her friend. "In 1945, when the newspaper started recognizing the citizen of the year, she was the first person they named." As Mrs. Westcott explains, "My husband and I [strongly believed] that if one makes

organizing and fund-raising efforts for the local library. "We just needed a library and a bookmobile," she says. Her work with the Whitfield County Library became a model for the rest of the state. In 1945, she helped to successfully integrate the Dalton Public Library.

Not shy about fund-raising, Mrs. Westcott reveals a surefire method. She first got her husband to volunteer an amount and then used that amount as leverage when approaching others. A local once noted: "Lulu, when I see you coming my way, my hand automatically reaches

Outstanding career brings Rebecca Fewell accolades

For nine years, Dr. Rebecca Fewell '58 has done groundbreaking work with special-needs children at the University of Washington in Seattle (see *Agnes Scott Magazine*, Spring 1987). In September she will move to New Orleans' Tulane University to become the Karen Gore Professor of Special Education. It is the nation's only endowed chair in this field.

For her impressive work in special education, the Alumnae Association named Dr. Fewell an Outstanding Alumna for Distinguished Career. Sibley Robertson Veal '61X spoke at the April annual meeting about Dr. Fewell and her accomplishments.

First and foremost, Rebecca Fewell is a teacher. Starting her career as a teacher of normally developing children, she went on to teach deaf-blind children and in 1972 completed her Ph.D. at George Peabody College in Nashville, Tenn.

She joined the Peabody faculty and began teaching graduate studies. For Rebecca Fewell, each new student represents a challenge — an opportunity to identify the student's strengths and needs, to help the student move beyond his or her current understanding of the educational and developmental problems of children, and to try new ideas. The enthusiasm and dedication she generates about working with handicapped

children and their families has challenged hundreds of graduate students to expand their own horizons and to share with others the excitement of learning that Dr. Fewell has shared with them.

University professors have many other responsibilities besides teaching, and Dr. Fewell has an impressive list of contributions to the university and to her field. She has published over a hundred articles and book chapters, three books, and two tests for children. She edits a major journal in her field and is on the editorial board of five other journals.

Perhaps her most distinctive contribution to the field of special education has been in grant monies. At the University of Washington, Dr. Fewell received over four million dollars in grants to support teacher preparation programs and student scholarship; to develop computer programs to serve children and families in rural and isolated areas; to provide technical assistance to early-intervention programs; to study the experience of fathers, siblings, and grandparents of handicapped children; to develop education programs for high-risk infants and abused children; and to pursue her long-term special interest in the life and development of the deaf-blind children she first served.

Despite the extensive administrative responsibilities of her job, Dr. Fewell has made time to speak at conferences and consult with programs throughout the world, traveling over 250,000 miles each year.



ANN YOUNGLING

We have dutifully catalogued Rebecca's accomplishments, but there is one achievement that does not appear on her vita.

I was a freshman here in 1957, languishing on the second floor of Rebekah Scott Hall. Rebecca Fewell was a senior then. As some of you may recall, in those days — before the earth cooled — freshmen could date during fall quarter only if they doubled with an upper classwo-

man. I had known Rebecca Fewell for years and she mercifully rescued me from my dateless misery. She set me up with a blind date. Less than two years later, I married him, and it was a very happy union.

So our honoree is a proven educator and matchmaker. We congratulate her on her distinguished career and on her challenging new appointment. — Sibley Veal '61X



V I S U A L A R T S

New technology
has created a number of
opportunities that
fine-arts professors would
like to explore.

*Computer-generated art created by
Casey Adams on the Atorora graphics system.*

STATE OF THE ARTS

BY MICHAEL MASON

There was a time when summer settled over Agnes Scott College like a clear fog, numbing but comforting — and quiet. Not this year.

On bright, hot afternoons, Presser Hall is being noisily disemboweled. Dodging plaster chips and one another's epithets, construction workers scurry back and forth through the building's huge double doors on South McDonough Street, carting in tools and carting out debris. Mammoth boxes of fixtures, insulation, and wiring lie stacked about the corridors like presents from under a Titan's Christmas tree.

In Gaines Auditorium, a radio chirps the latest Top 40, somehow incongruous in a room that has heard

some of the nation's finest classical performers. In the hallway outside, oddly choreographed footprints pattern the thick layer of dust on the floor.

Even as hammers and saws transform Presser (as they will the Dana Fine Arts Building), the College's less noisy, but equally effective fundraising work shifts into high gear. Both augur changes that go far deeper than new flooring and better insulation: they restore the heart of the College's curricula.

Since its start in 1987, Agnes Scott's Centennial Campaign, chaired by Larry and Mary Gellerstedt '46, has raised \$31.5 million of its \$35 million goal. A recent

prize: a \$300,000 grant from the Kresge Foundation, a "brick and mortar" gift targeted for improvements to the College's fine-arts facilities. In order to claim the grant, Agnes Scott must raise \$836,232 by June 1, 1989.

In all, the College plans to spend nearly \$1.4 million on improvements to its fine-arts departments — a startling reaffirmation of traditional values in an era in which the liberal arts have been given the cold shoulder by students more occupied with the bottom line than the broadened mind.

A recent study by the Carnegie Foundation found that increasing
Continued



MUSIC/THEATRE

Professors are
eyeing a system of simultaneous piano instruction.

numbers of students are targeting fields less enlightening than profitable: business, engineering, computer science, health care. The foundation estimates that the average starting salary for an engineering graduate is about \$30,000, while starting salaries for liberal arts grads average only \$21,000. With most baccalaureate degrees costing about \$40,000 these days, students view starting salaries seriously, often eyeing large repayments on loans that financed their education.

Until recently, women's colleges had been especially hard hit by the turn away from liberal arts. In the late sixties and seventies, nearly two-thirds of the nation's 298 women's colleges either closed or went coed. According to the Women's College Coalition in New York, fewer than

100 survived intact — but today they are beginning to reap the fruits of persistence. By all accounts, both the liberal arts education and women's colleges are climbing back into vogue.

A WCC survey conducted last fall showed a 6.6 percent increase in enrollment at the nation's women's colleges. According to Time Magazine, a 1985 poll found that graduates of women's colleges outperformed the female graduates of coed institutions. Nearly half of the former went on to obtain graduate degrees, while only a third of coeds did so. Wage scales also favored women's college grads, and they outnumbered coed alumnae by more than 2 to 1 in Who's Who In America — a statistic that has held true for nearly 50 years.

Furthermore, a number of top-level businesses have decried the shortsightedness of a technical degree. Time Inc.'s own chief executive officer, Richard Munro, recently told a group of career counselors that in hiring, "I would personally opt for the liberal arts graduate every time. Almost all of the CEOs I know are liberal arts graduates. We still think that liberal arts institutions are putting out the best product."

All of which is a roundabout way of saying that in terms of future viability, the refurbishment of Agnes Scott's fine-arts departments — essential to a liberal-arts education — anticipates an already visible return to traditional educational values — values Agnes Scott never set aside. The improvements are not just desirable, but absolutely necessary if the College is to deliver the sort of education that students will need in the future.

"These days prospective students quite frequently express an interest in fine-arts curricula," says Dean of the College Ellen Hall. "Reading through the admissions folders, I'm seeing a great deal of arts experience. We have to be in a position to offer women that choice."

Soon Agnes Scott will be providing choices undreamt of by alumnae past. Proposed improvements to the college's fine-arts programs — music, theatre, dance, and visual arts — range far and wide, and what once was wishful thinking is fast becoming a campus reality.

Proposed improvements break down roughly into three categories: physical renovations, new equipment, and personnel.

The first of these nears completion already, due in large part to the extraordinary efforts of the development office and the generosity of alumnae. Dana and Presser were in sore need of repair. Music Department Chair and Associate Professor of Music Ted Mathews, for instance, ruefully recalls the time a leaking

roof damaged a concert grand piano.

No more. At a projected cost of \$320,000, Presser this summer received not just a new roof, but new flooring, rest rooms, windows, paint, doors, mirrors, wall paneling, chalkboards, seats — even new locks on the doors. Gaines Auditorium benefits in particular with a hardwood orchestra pit, improved lighting systems, and an expanded sound system.

"The concert hall has been acoustically still, not a great place to play or listen [in]," Dr. Mathews explains. "But this is becoming a flexible, decent facility."

"Stage lighting will be vastly improved," adds Vice President for Business and Finance Gerald O. Whittington, "and able to handle the most complex productions that the College will likely have."

The pitch of the balcony will improve as well. The previously awkward tilt made viewing from some seats virtually impossible, Mr. Whittington says.

The 25-year-old Dana Fine Arts Building will gleam with new carpet, paint, roofing, theatre seating, and refurbished studios and galleries. Total projected cost: \$500,000. By themselves, the electrical systems needed to support new equipment will run about \$150,000. The system will be energy and cost efficient.

In the Alston Campus Center, the dance studio has new floors, wall-to-wall mirrors, and huge windows. It is, says dance instructor Marylin Darling, "quite lovely."

With most physical improvements firmly on track, the College has turned its attention to dated and damaged equipment. Until recently, for instance, many of the College's older pianos had "fallen into a dramatic state of decay," as Dr. Mathews puts it.

The Centennial Campaign has changed that. Mathews' department now boasts a new Steinway grand piano and a smaller practice piano,



D A N C E

The dance

studio has new floors, mirrors and huge windows.

which together cost about \$25,000. Next year the music department plans to purchase seven more practice pianos — for another \$25,000 — and professors have their collective eye on a piano class system by which groups of students could be given simultaneous instruction. The system involves a "master" piano hooked to several "slave" instruments. Such a set-up costs as much as \$15,000.

Like kids at Christmas, music professors (and those of other fine-arts departments, as well) talk excitedly of other items they hope to have in hand before too long: handbells (\$4,500), a double harpsichord (\$13,000, built by renowned Boston craftswoman Lynette Tsiang), and a variety of orchestral instruments — percussion (especially a tympani), a

xylophone, gongs, and chimes — all totaling \$6,600.

"Currently we borrow, 'steal', or rent these," smiles Dr. Mathews. "Sometimes we coerce our friends into loaning them."

Technology beckons in spite of the expense. One of the greatest needs: compact disc players. The department has two, and almost no CDs.

"We really need to get away from vinyl," says Dr. Mathews. "Listening to some of the records we have is not an enriching experience. But a lot of it is basic repertoire, so we have to play them for students. It's just that it's abused material."

Compact disc players are finding greater acceptance in most colleges (as they are in homes) because the

Continued



SCULPTURE

Four sculptures
are commissioned for the Arts Synergy festival.

disc medium never wears out and provides better sound reproduction. The player reads musical information encoded on a plastic "record" by means of a small light beam. This entails no friction, and so CDs theoretically last forever if cared for properly.

According to Mathews, not all of the department's basic teaching repertoire is available on CD, but most of the gaps should be filled in over the next few years as manufacturers catch up with popular demand.

New technology, in fact, has created a number of teaching opportunities that the college's fine-arts professors would like to explore — together — with a proposed Arts Technology Center.

"We're trying to keep up with the '80s and meet the needs of students

in the '90s," says Associate Professor of Art Terry McGehee, chair of the college's visual arts department.

"We're getting students who have had experience with computer graphics, for instance, in high school, and we need to be able to integrate that into our current curriculum."

As currently configured, the center would house a darkroom, enlarged slide room, music recording and audio lab, a theatrical lighting lab, a film production and editing facility, and a computer graphics lab. The price tag: \$171,000. Of that, nearly \$60,000 is slated for the film facility alone.

It's expensive, but necessary. Technology has become an integral part of modern education, even in the fine arts. Professor McGehee's department, for instance, needs the

computers to teach graphic design; many businesses have turned away from hand design. The same computers can be used by theatre students for set design and by dance students for choreography.

And the darkroom is long overdue. "We've never had space large enough to teach classes in darkroom development," Professor McGehee notes, "although students have been asking for it for years."

Equally exhaustive are additions to the theatre program. In addition to physical improvements to Dana's Winter Theater — reconditioned seats, new carpeting and curtains, and \$60,000 worth of improved lighting — the proposed Arts Technology Center will permit students to test plots they've drawn on paper before actually hanging lights. And at a cost of \$17,650, the costume shop will add a washer and dryer, sewing machines, steam irons, cutting tables, and ironing boards. Department Chair and Assistant Professor of Theatre Becky Prophet even is contemplating an infrared sound system for the hearing impaired for Winter Theater.

As a result of their access to modern technology, says Dr. Prophet, "students will be able to major in theatre but concentrate more effectively in certain areas — acting and directing, design and technical work, or theatre history." (The film lab will fall under the jurisdiction of the theatre department.)

But the best equipment awaits students naught without instruction to match. Agnes Scott's academic plan calls for expanded arts personnel — a gallery director, a costume designer, a choreographer and various music specialists are one priority. Such personnel will free professors to concentrate on teaching and to pursue long-term educational goals.

Perhaps most important of all: the Centennial Campaign has enabled Agnes Scott to embark on a visiting

artist program that will touch all of the school's arts disciplines. "It's necessary to the growth of students to have someone who doesn't just come in, dance or whatever, and leave the next day," says Calvert Johnson, associate professor of music. "We're going to have people in residency either for a semester or a chunk of a semester."

Of course, artists have visited the Agnes Scott campus frequently in theatre and dance productions. Tom Pazik, artistic director of the Atlanta Ballet, has worked on campus with ASC's Studio Dance Theatre, for instance. In the future, Marilyn Darling hopes to attract the likes of Peggy Lyman, former lead dancer for Martha Graham, and Clay Taliaferro, the former lead dancer Jose Limón's company. She feels they are needed in part to broaden the company's scope. "Adding to our repertoire," says Professor Darling, "is necessary to establish credibility."

Some \$50,000 per year for the next three is the goal for the visiting-artists program if the money is raised during the Campaign. The first year will kick off next spring with an interdisciplinary festival titled Arts Synergy. A celebration of Agnes Scott's centennial, this week-long arts festival will showcase the swift changes occurring in the College's fine-arts community.

The festival's lynchpin will be composer Thea Musgrave, from whom the College has commissioned a musical piece about women and their changing societal roles, called "Echoes Through Time." Due for completion in November, the piece will premiere in a performance conducted by the composer, who will be teaching on campus next spring.

So, too, will director Linda Brovsky, who will stage Ms. Musgrave's composition. Composer Christa Cooper will be writing an accompanying libretto, and the visual-arts department has plans to



PHOTOGRAPHY & VIDEO

Existing darkrooms

will be enlarged to allow for instruction.

commission a series of sculptures on the "Echoes Through Time" theme. The theatre department will contribute staging and area designers to the performance.

Renovations, equipment, and new personnel are all expensive, and it's easy to see why the Centennial Campaign's \$1.4 million goal has come to mean so much to the fine-arts departments at Agnes Scott. Or, as Professor Becky Prophet puts it: "[We possess much] joy — and tingling spines — with the hope of the future for the arts here, with the empowerment of these programs."

"The arts professors have become very involved in seeking out funds for arts projects," says Dean Hall. "You have to remember that the climate in higher education is entirely different these days. There's

much more room for their participation than before."

And so it's not uncommon these days to find Professors Prophet or McGehee or Johnson meeting with foundations, donors and alumnae groups, enthusiastically spreading a vision of the College as a "focal point," as Cal Johnson puts it, for regional arts endeavors.

"The arts traditionally have been a commentary on society and what happens in society," explains Dean Hall. "They train us in non-verbal communication of those issues. By and large, that way of thinking has a lot to do with how people live their lives."

Michael Mason is a free-lance writer living in Atlanta. He has written for Time and Fortune.

NEW LIFE

It stood as a cornerstone on the southeast quadrant of the quadrangle — first a library, then a gathering place for students. The first campus mixer was held there. Students were allowed to puff in its rooms before they could smoke in their own. When its given name — the Murphey Candler Building — became too ponderous to utter, it became simply, "The Hub."

Ah, if the walls could talk and tell of the many happy memories made there. But as time passed, age and decay took their toll and the walls of the Hub ached and groined to reveal their own secrets — of how costly it would be to renovate and how dangerous it would be to keep it in use. And so, the Hub was leveled and a new student center created. But all that is new is not all new . . . the old Bucher Scott gym and the Walters Infirmary became the new Wallace M. Alston Campus Center.





▲
The former gym and infirmary
became the Wallace M.
Alston Campus Center.

►
Inside, sparkling
practice rooms with
new floors and colorful
barre make dancing
a pleasure.

The lower level holds a new
snack bar, lounges and a
room big enough for dances.



▲
The terrace outside the
snack bar is a stone's throw
from the amphitheatre.

►
The Robert W. Woodruff
Physical Activities
Building, brightly
decorated for its
dedication last spring.

The Mary West Thatcher
Chapel provides an
intimate setting for worship.



NEW PLACES

"Since [the old gymnasium] was built, methods of teaching physical education have changed, and the arrangements are out of date. This swimming pool is a joke among the girls, and we are ashamed to take visitors to see the building." President Ruth Schmidt might have said this, but she didn't. Dr. James Ross McCain, Agnes Scott's second president, penned these words in the early '20s to urge College trustees to build the Bucher Scott Gymnasium.

History does repeat itself. The College later found itself in a similar predicament and broke ground on the Robert W. Woodruff Physical Activities Building, which was dedicated this spring. It features up-to-date facilities such as a regulation-size basketball court and an eight-lane, 25-meter pool. Programs for stress reduction and wellness — two decidedly 20th-century concepts — will also find a home there.





outside the
stone's throw
phitheatre.

V. Woodruff
activities
brightly
d for its
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▲
The College intends to
boost intercollegiate play
with new facilities.



►
At 8 lanes wide
and 25-meters long, the
new pool is as wide as the
old one was long. Below:
the track and field.



▼
Shining racquetball courts,
in the campus center,
are fast becoming popular.



▲
Weight training rooms on
the gym's lower floor
are sure to be visited often.

►
Taking a poke at the many
building dedications
of the last few years,
students belatedly so
honored the rebuilt gazebo.



▼
Agnes Scott College's
Centennial Campus
is in full bloom.





THE NAVIGATORS

Years ago, those honored to be trustees might have planned on giving a generous donation and three or four afternoon board meetings a year. The "real" decisions were probably made by executive committees of three or four members.

Today institutions such as Agnes Scott are calling on their trustees for unprecedented leadership and support, as well as expert judgment. Their increased responsibilities and involvements mean more personal liability for trustees, a fact reflected by soaring insurance rates nationwide.

In return, trustees reap no recompense and little recognition, merely the personal satisfaction of guiding worthwhile institutions. To be most effective, a board must not only chart the course for an institution, but navigate the foggy channel between their rightful role of policy-making and the administration's day-to-day management.

Even more difficult, some trustees come to the board without great knowledge of Agnes Scott. Even alumnae board members quickly realize that their role demands a markedly different perspective than life as a student twenty years ago.

"When I first came on the board, it operated more like a corporate board of directors," observes Vice Chair Susan M. Phillips '67 (see sidebar). "It was not as involved in taking on projects. But I think there has been a concerted effort on the part of President Schmidt and [Board Chair] Larry Gellerstedt to increase involvement — particularly alumnae involvement — on the board."

"We've moved to a participatory model," agrees Ruth Schmidt. "In general, board members are giving more time, feeling more responsible, and recognizing that [board membership] extracts a heavier responsibility in this day and age."

"Effective boards are involved with the institution, informed about its affairs, and have a . . . sense of purpose that transcends trustees' individual viewpoints," writes Barbara

*Communication
is a continuing issue for
boards such as Agnes
Scott's with 32 members
meeting three times
each year.*

E. Taylor, director of the Institute for Trustee Leadership at the Association of Governing Boards of Universities and Colleges. The AGB teaches trustees and administrations how to work effectively together. The association provides a quarterly magazine, orientation brochures and reams of other publications, and conducts workshops to teach trustees how to meet the leadership needs of their institutions.

Like the balance of power on which the United States was founded, the board's relationship with the administration and the faculty relies on constant creative tension. Board

By Sheryl Roehl and Lynn Donham

members must learn enough about the institution to make significant decisions about its future, while realizing that curriculum is the realm of the faculty, and daily operations belong to the administration.

Since appointing Ruth Schmidt in 1982 as Agnes Scott's fifth president, the board and the president have worked to forge a strong partnership. One who has witnessed then and now is Trustee Lamar Oglesby, vice president of Kidder, Peabody and Company, an Atlanta investment and securities firm.

"When [the president] first came to the College, she was operating in a different environment with a whole new set of rules down here in magnolia land," Mr. Oglesby says wryly. After the initial period of adjustment common to new administrations, he now thinks the machine is well-oiled and humming. "The board and the president have a very strong working relationship, and we're heading in the same direction."

One example of that partnership is the President's Advisory Committee, a four-member group that meets monthly. As a small group, trustees Betty Scott Noble, Anne Jones, Horace Sibley and Franklin Skinner provide a sounding board to the president on policy matters. "This is a small group that I can look to for advice and regular feedback on matters that may not be ready to bring before the full board," she says. Adds Ms. Noble, the granddaughter of founder Col. George Washington Scott, "It's a good tool for communication. It's a small group so we can have good, open communication."



*The new wayfarers:
keeping abreast of the times, trustees now use
more hands-on involvement in charting the future for
their institutions. The second of a two-part
look at ASC's board.*





The quantity and clarity of communication is a continuing issue for a board such as Agnes Scott's, which has 32 members meeting three times a year. With some members living outside of Atlanta, it's apparent why in the past, "The executive committee did virtually everything, and the board rubber-stamped its decisions," says President Schmidt. "We're now moving in a direction where the full board meetings are where the real action is."

Now discussion and recommendations come not only from the ten-member executive committee, which is headed by Mr. Gellerstedt, but from the board's standing committees as well. Each trustee serves on at least one committee.

"I feel good about the level at which we've gotten the committees to function," says the president. "We have active committees that are doing good work, becoming experts in their areas, and taking greater responsibility. In turn, their work feeds back into the full board, so it doesn't have to have in-depth discussion on every issue."

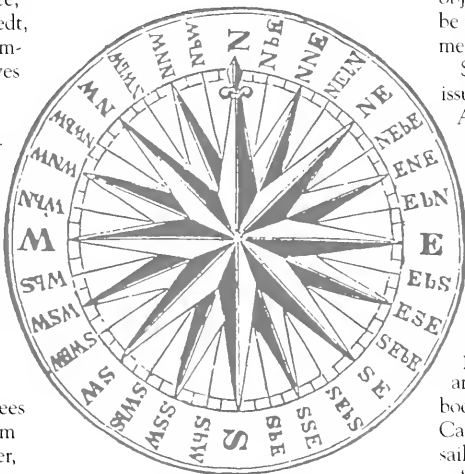
For example, the Academic Affairs Committee, which oversees the College's educational program and is chaired by Samuel Spencer, was the first place the board considered the faculty's recommendation to move the large Beck telescope to a dark site at Hard Labor Creek State Park. Georgia State University and Agnes Scott together will operate an observatory there.

After considering the factors — diminishing visibility in Decatur, cost, continued use of the College's Bradley Observatory, and sentiment for keeping the telescope here — the committee recommended the move. The board concurred.

Although the committees may pare down the full board's policy debates, actual power rests only with the full body. Unlike corporate boards, where directors sometimes

hold power in relation to proxies or stock, trustees have no power as individuals. Only full board or executive committee decisions count.

It was up to the trustees to make the final decision on the College's goals for the Centennial Campaign. They targeted massive building renovation and revitalized academic programs. These were based on recommendations from faculty, alumnae and administrators. The faculty shaped a board-backed, seven-point academic plan to strengthen the College during the next decades.



Trustee Martha Kessler '69 expressed pride in the faculty's program development. "This is a big step for the faculty. Because they were a part of the process, they're more aware of accountability of the money it takes for these programs." They also began to realize that even \$17.9 million can't make everyone's dreams come true: there are always choices to be made. "We in education no longer have the time and the money to sit in our ivory towers and meander aimlessly. We need to meander with vision. It takes money to make our dreams come true," says Ms. Kessler.

Because of a change in the board's bylaws a few years back, trustees will

no longer be eligible for re-election for a third term until at least a year has passed.

Tenures begun after the change are the first to be affected by the regulation. "Five years from now, when the first group will be rotating off the board, we will have more openings" than perhaps in the College's history, says the president. "From now until then, [the nominating] committee will have the important responsibility of cultivating and identifying potential new trustees. One of the chief objectives in the next few years will be to develop an ongoing arrangement for a strong board."

Selecting leadership raises new issues. Should the board have more Atlantans and meet more often? Is it important to keep geographic diversity? What qualities will identify someone as a potential trustee?

Together, the board, the administration and the faculty are moving Agnes Scott toward an even stronger next hundred years. A revitalized physical plant, good working relationships among its constituencies, and the boost of a successful Centennial Campaign should mean smoother sailing through the next decades.

"The facilities are capable of comfortably accommodating 650 to 700 students," says Trustee Harriet King '64. College officials hope that the renovations and renewal of the last six years will bring greater numbers of bright young women to Agnes Scott.

Adds Ms. King, "When there's motivation and a shared vision, excitement breeds excitement."

Sheryl Roehl is an editor at Management Science America, a computer-software firm. She wrote "Subtle Strength" in the last issue. Lynn Donham is the College's director of publications and editor of this magazine.



PHILLIPS' FUTURE IS A COMMODITY CALLED AGNES SCOTT

When Susan M. Phillips '67 received a call in 1981 from the White House personnel office asking her to interview for a seat on the Commodity Futures Trading Commission (CFTC), she reacted like most anyone else — she was thrilled.

"Bar anybody, when you get a call from the White House, it makes a difference," says Ms. Phillips, currently vice chair of the board of trustees.

Nominated for the position by President Reagan and appointed by the U.S. Senate, she served eighteen months on the five-member commission. Reagan named her chair in 1983.

After six years, she resigned from the commission and returned to the academic world. More than a year ago, she accepted the position of vice president of finance for the University of Iowa.

"I do believe that there should be turnover periodically in appointed positions," she says, explaining why she made the job change. "I had been at the CFTC a while and [had] done what I could. I didn't want to wait much longer; otherwise, I would feel like I should stay during the remainder of the Reagan Administration. I felt that stepping down when I did would give whoever was appointed [chair] a chance to come in and do something."

As CFTC chair, Phillips oversaw regulation of financial and commodity futures trading at the nation's eleven major commodity exchanges. The independent federal regulatory agency helps prevent price manipulation and determines whether trading activity creates artificial commodities prices and price volatility.

As an undergraduate mathematics major in the mid-'60s, Ms.

Phillips planned to be a high school teacher, but her student teaching experience, fraught with discipline problems and a first-hand view of red-tape, persuaded her otherwise. After working as a research assistant for the John Hancock Mutual Life Insurance Co. in Boston, she pursued her master's degree at Louisiana State University. "But I decided that I hadn't used much of my theoretical math so I decided to take some finance courses. You could say I literally stumbled into the business world."

In 1973 she received her doctorate from Louisiana State University for a dissertation on "The Portability Concept: Development, Growth and Future Direction." Five years later, she testified before Congress, where she argued against a private pension portability proposal that allowed employees to take pension plans with them when changing jobs.

In 1973, she became an assistant professor of finance at Louisiana State. The following year she took a similar position at the University of Iowa. At the Brookings Institute in Washington, D.C., she was an economic policy fellow and later served as directorate of economic and policy research for the Securities and Exchange Commission from 1976 to 1978.

In 1981, she saw the publication of her book, "The SEC and the Public Interest," which analyzed the benefits and indirect costs of SEC regulatory programs. In addition, she has a long list of published writings to her credit, including articles on the CFTC's view of financial futures, pension regulations, and a comparison of options and futures in portfolio risk management.

Before accepting the seat on the commission, she served as associate

vice president of finance and university services for the University of Iowa for nearly three years. Now back at the university, she wrestles with an annual budget of more than \$400 million.

"I like being in a Midwestern environment," says Ms. Phillips, who was born in Richmond, Va., and grew up near Fort Walton Beach, Fla. "It's a good university and a nice town. The people are straightforward and relaxed. It's not a big hassle to get around or commute, like in a bigger town. It's a small town but it has the cultural advantages of a big city because of the university."

Her membership on the Agnes Scott board of trustees dates to 1983. Although she says she is honored to be only the second woman to be vice chair of the body, Ms. Phillips is quick to add that she isn't likely to attain the distinction of the first woman to serve as the board's chair.

"I'm pleased to be vice chair, and I've certainly enjoyed working with the board. We've made a lot of positive strides," she says, noting that her recent job change and move from northwest Washington to Iowa has made more frequent trips to the College difficult. "But it's important that the chair be based in Atlanta, though I think it's fine if the vice chair lives outside of Atlanta."

As for her outside interests, Ms. Phillips is proud to say she is a regular spectator at the Hawkeye's women's and men's football and basketball games.

Her sixty- to seventy-hour work weeks leave little leisure time. "My jobs have chewed up a good bit of my life," Ms. Phillips says. "But I enjoy my work. I don't resent the time I've devoted to my career."

— SAR

THE
HEART
OF
THINGS

W

hile
one side of Alice Cunningham is the homebody who enjoys watching public television, playing with her 2-year-old nephew, and fishing at Lake Burton, the other side is an academician, whose analytical mind is planning, organizing and launching projects. Her home environment reflects her ability to get to the heart of things. It's durable and solid, like her.

BY
JEANIE FRANCO HALLEM





Walk into Alice Cunningham's ranch-style, brick home in Decatur and you'll discover a chemistry professor's love of earth tones and textures. A paneled den is punctuated by sturdy recliners and easy chairs upholstered in gold and brown corduroy. On one wall hangs a seascape by Atlanta artist Tom Cato. "See how it changes as the sun gets higher in the sky?" she asks, smiling with pride. As the late-morning sun enters the room, the grays of the painting take on a golden patina.

A frame containing three triangles of color dominates another wall. On each canvas are elongated geometric shapes in oranges and golds. "It's the artist's representation of molecular structure," explains Dr. Cunningham, who heads Agnes Scott's chemistry department. The artist is Leland Staven, associate professor of art at Agnes Scott.

She wears little make-up, just lipstick. Stretched out on the tweed couch, she's dressed in navy warm-up pants and a blue-and-white sweat-shirt emblazoned "Emory Invitational High School." Away from academia, she's clearly relaxed. "This shirt's from my judging days," she explains, referring to her stint as a judge for Emory University's annual high school swim meets.

A cap of salt-and-pepper hair frames her round face, accentuating thin lips and blue-blue eyes that light up whenever she gets excited — which is often. "I'm a very emotional person," she says. "People would be surprised to know I cry very easily."

Few are surprised to know that Alice Cunningham makes things happen. As chemistry department chair, she wasn't satisfied with Agnes Scott's outdated lab equipment, so she wrote time-consuming grant proposals requesting funding. Her payoff: chemistry labs equipped with state-of-the-art technology.

When she found chemistry students entering college with no lab

experience, Dr. Cunningham took a look at their high school teachers. What she found disturbed her: most are either unprepared to teach a lab science or can't keep up with changing technology. They often work in schools with no lab facilities and no funding for supplies.

"A high percentage of people teaching chemistry weren't trained in chemistry," she reports. "Often they've had only freshman chemistry. It's pitiful to see students come in who are impaired by what they're not getting."

With the help of the State of Georgia Department of Education, Dr. Cunningham organized an on-campus staff development program that trains secondary school teachers. The pilot program, which ran July 25 to August 12, offered teaching methods and lab experiments designed to improve the quality of Georgia's chemistry teachers.

According to Dr. Cunningham, the initial program, "Color, Calories and Current," included lab observables like color changes, heat of reaction and current transformation. "We'll repeat the course for the next two summers," she explains, "and hope to use the best of this group to educate others." She wants them to spread their new skills like ripples in a pond.

To create the program, Dr. Cunningham brought half a dozen high school teachers to campus, asked what they needed, and invited them to help design the program. Then she delivered.

"She took an idea and made something out of it," notes Associate Dean of the College Harry Wistrand. "She's not afraid to think big and usually manages to accomplish it. Alice didn't limit her vision to the chemistry department; she tried to build all the sciences." Not only that, she's generous, says Dean Wistrand, a biology professor. "If we needed something for the biology department — if we were developing

a course in molecular genetics, for example — she'd offer any resources that chemistry had."

This desire to help extends to her teaching and advising. "She spends a lot of time with chemistry students at the freshman level, scheduling conferences when they have trouble understanding a concept," says the dean. "She also works closely with chemistry majors who seem to live at the department."

Another colleague, Assistant Professor of Chemistry Leigh Bottomley, praises Dr. Cunningham's insight. "Alice understands a student's hesitancy about math problems. She knows intuitively how to get them to learn." According to Dr. Bottomley, Dr. Cunningham has an interdisciplinary approach to science. "She wants women to know about polymer science, macro-molecules, biotechnology, splicing and cloning genes. She's trying to make chemistry students more well-rounded."

Dean of the College Ellen Wood Hall '67 agrees. "She's a true educator — not just someone standing in front of a class spouting a lecture. She thinks about the future of her students and how to find the best path for them in unimagined fields in the 21st century." Dean Hall, who admires her energy, thoroughness and ideas, calls Dr. Cunningham a "premiere professor on this campus" and a "role model for young women."

And her students? "She's tough," says one. "She makes us think and develop our own answers." Another calls her "easygoing" with high expectations. "She'll do whatever she has to in order to get across a principle," says Tanya Savage '89. "It saddens her when we can't understand a concept. She'll come in early or stay late and do whatever it takes." But since she gives 100 percent, Dr. Cunningham expects everyone else to do the same, report students and colleagues. "She expects too much," says Ms. Savage.

Alice

Cunningham went to China with a group of chemists as part of the China-U.S. Scientific Exchange. China had just received a



The Chinese will use profits from the exchange to send students to the U.S.



200-million-dollar loan from the World Bank to upgrade the country's technological resources.

Her group lectured and consulted with their counterparts at the Fuzhou Research Institute during a three-week stay.

"She thinks we should be doing chemistry over dinner."

Academic excellence is Dr. Cunningham's priority. "In a small school you know when students don't use their strengths," says the department head, her fingers moving like bird wings with her words. "But the more efficient teachers can motivate them."

"If a student fails a test, then says, 'Oh, I worked so hard; it's not fair.' I say, 'You're a grown woman. That represents your accomplishment, not your effort.'"

The workplace and higher education reflect the changes in our values, Dr. Cunningham thinks. "Instead of the norm being perfection, the norm is mediocrity." That's just not good enough. "There's a malignancy in our society. We don't see a goal; we see comparisons. Whether it's our salary that should be greater or our grades that should be higher, we use the language of comparison

rather than superlatives."

This striving for excellence is noticed by her colleagues. "She's never satisfied with the status quo," says Dean Wistrand. "She says things can always be better. When we reach a new level of high standards, she still wants more."

However, the dean says her impatience is also her strength. "I'm not impatient," Dr. Cunningham counters. "I'm a very patient person and a good listener, but I get frustrated about the acquisition of materials. The administration doesn't see the need until it's too late. They're not proactive, but reactive."

Dean Wistrand sees this desire for excellence in every facet of her work: curriculum, research, equipment, and teaching. "This reaching out to high schools will lead to better science students for us in the long run," he says.

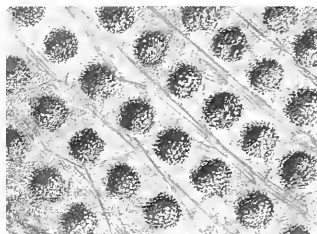
Dr. Cunningham's guidance also extends to firm support of the

chemistry department. "She has a vision of what a department could be," says chemistry Professor Leon Venable. She's good to younger department members and understands their needs. "Her help isn't just verbal," he says. "She goes out of her way to help us find funding to get labs set up [and] then makes sure we keep our national accreditation."

At one point, the chemistry department fell below national standards because it lacked half an instructor. (The requirement is four faculty members.) "Alice went to the administration and had to fight to get us a full-time person on staff," Dr. Venable recalls.

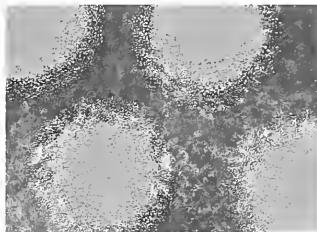
Chemistry's mostly young faculty spend most of their time learning the ropes and preparing lectures. "We don't think about ordering supplies or getting funds," says Dr. Venable. "But she does. You can go to her with any problem and she'll help you."

Pictured: a series of scientific concepts painted by Eloise Lindsay '89 this summer at the request of Alice Cunningham.



Above: the interaction of light and matter.

Below: free atoms in space.



"It struck me as a way to probe the way students view these things," says Dr. Cunningham of her idea. The professor says she will use the works to illustrate how students conceptualize — and sometimes misconstrue — scientific principles.

Dr. Cunningham empathizes with them. "I would like to rid them of their paranoia over getting tenure and reassure them of their value. Young [faculty members] today don't feel the sense of support I felt. They're much more nervous about their future. I was fortunate, because at that time they were handing out tenure like candy," she laughs, her nose wrinkling.

Today the powers-that-be are more selective. "You must show some kind of vitality in the discipline," she says. "It may show up as research, but it doesn't have to be in the number of papers published. I don't care if you turn out ten papers a year," she insists. "You won't stay here if you don't teach well."

According to Dr. Cunningham, the chemistry department's goal is to translate science and technology to students, as well as to the public. How? One method is to revamp today's chemistry texts, she says. "Chemistry is a new frontier; the

technology's changing so fast [that] there's no time to rewrite the textbook. It's hard for us to get out of the practice of using a cloned text. We need one that is unified and restructured."

She proposes reorganizing the chemistry text so it is more meaningful than a "historical collage of what we know." She has already begun writing a new text, but doesn't know when it will be completed. "There's a great national concern with this issue, but few have the time to make changes." A noisy lawn mower interrupts her thoughts. She looks outside the second-floor window of Campbell Science Hall and becomes wistful: "It's too pretty to be inside today. I'd love to go fishing or play some golf."

Later, in Campbell Hall, Dr. Cunningham walks across the hall and tells her secretary she'll return shortly. Then she tours the department with me, visiting chemistry labs outfitted with high-tech equip-

ment and protective hoods that draw chemical vapors outside. Such safety precautions are relatively recent, she says, pointing to row upon row of fume hoods. "They never had those when we were doing research," she recalls. A door she opens is labeled "Caution: Radioactive." She reassures me that "we use only low levels of radioisotopes here as an analytical tool. It's not an extensive radioisotope lab like you'd find at Tech."

Almost every piece of sophisticated equipment in these labs has been funded through Alice Cunningham's energies. It is after 4:30 p.m. and students still remain in the lab, conducting experiments and monitoring their progress. To meet the demand for scientific personnel in 1990, "we have to increase the number of women and minority scientists," Dr. Cunningham asserts.

Unfortunately, the field is developing and changing so quickly, it's difficult to keep up. Besides, she

laughs, many scientists are "uniquely inarticulate."

Her theory: scientists play a distinctive role. They analyze and then use personal sense and judgment to arrive at a conclusion. "That response is so different from a knee-jerk, emotional reaction," she says, her eyes sparkling. "A lab scientist must be objective. Even so, three different scientists can come up with three different answers. There's always a margin of error."

Such analysis may work in a laboratory, but in the real world other factors play a part. That's why preparing high school and college students is so important. "We try to make the best choices possible to recruit girls with a high potential for intellectual and personal development," says Dr. Cunningham. "You hope you can take them and make them go out as young women who've enhanced their capabilities. That's a real metamorphosis. It's what makes a women's college so exciting!"

She describes the Agnes Scott woman as someone who knows herself and who has achieved personal and social adjustment. Witness the success of the Return to College program, composed of women "who've already grown up," she says. "We tend to attract higher-than-average students, and the higher caliber student will choose chemistry and physics. She's not afraid to pursue a field that's male-dominated."

Alice Cunningham certainly wasn't. She grew up in a rural household, one of four children. "It was during World War II and sugar was rationed, so we didn't have cakes very often," she recalls. Despite the austere times, people were important, no matter what their station or education. Everyone had something to contribute.

"We respected our neighbor, even though he had only a third-grade education," Dr. Cunningham remembers, drinking her morning

coffee from a handmade cup. At that time, her family ate three meals together daily. These became learning opportunities for Dr. Cunningham and her sisters. "My Dad brought home *Reader's Digest* each month and we were tested on our vocabulary through 'Word Power.' We did it until we could beat him at it," she laughs.

Vacations were usually to the Ozarks over a "dirt road in a '41 Chevy. Once a year Mother took us to Memphis for some cultural event like figure skating or ballet or an ice show." Traces of her mother warm Alice Cunningham's home: a green marble egg set in a brass turtle base and flowered match holders. Her mother was another source of inspiration. At forty-two, she took over the family insurance company when her husband became a judge.

Asked about any personal misgivings in a traditionally male-oriented field, Dr. Cunningham scoffs: "It never entered my mind, even if I were the only woman. I grew up in a gender-free environment." Her father made only one pronouncement regarding sex and careers: Walnut Ridge, Ark., wasn't ready for a woman lawyer.

That was okay with Alice Cunningham, because she really wanted to be a doctor. Having always loved the sciences, she majored in chemistry at the University of Arkansas. After a stint in research, followed by three years teaching high school in Gainesville, Ga., and Atlanta, she entered the University of Arkansas medical school. A month of memory work convinced her that she was "on the wrong side of the desk again. I knew I'd rather be up there teaching."

Again she got what she wanted. Today Alice Cunningham holds the William Rand Kenan Jr. Professor of Chemistry Chair at Agnes Scott. She also chairs the prestigious Committee On Professional Training

of the American Chemical Society. With ACS she frequently travels to Washington to decide the criteria for an undergraduate degree in chemistry. Her curriculum vitae fills six pages of honors, professional organizations, workshops, seminars and publications.

Alice Cunningham is the third person to occupy the Kenan chair. "When I was named to it I didn't really feel I deserved it," she reveals. But now, she says, nodding, "I know I've worked for it."

As for education's future, she predicts a "sifting down" of small colleges caused by noncompetitive salaries, inadequate facilities and obsolete equipment. "A lot of schools will lose their faculty," she says. She has few worries about Agnes Scott, where 20 percent of graduates major in math and science and 6.8 percent major in chemistry. "Our women are extraordinary. To have had a hand in their development is rewarding."

Her students return the compliment. Despite the grind of labs, lectures and long hours, premed student Tanya Savage thinks Alice Cunningham is pretty special. "She defines what a professor should be on every level. In high school the teachers pound the material into your head and keep pounding. In college some professors think you should get it yourself. We need more professors like Dr. Cunningham. She cares."

When Alice Cunningham's father died, she found his diary and turned the pages, searching for bits of his past and clues to his feelings. One entry revealed what he really thought of his second oldest daughter. It said: "Doc is fearless."

Jeanie Franco Hallem has written for McCall's and Family Circle among others. She is presently Creative Writing artist-in-residence for Fulton County (Ga.) public schools.

CALENDAR

C E N T E N N I A L A G N E S S C O



SEPT. 16 10:25 a.m.
Dedication of Chapel and Organ
Mary West Thatcher Chapel,
Wallace M. Alston Campus Center

SEPT. 18 3:00 p.m.
Chapel Organ Concert
Calvert Johnson, College Organist,
Associate Professor of Music
Mary West Thatcher Chapel,
Wallace M. Alston Campus Center

SEPT. 21 10:25 a.m.
Honors Convocation
Speaker—Dr. Patricia Graham,
Dean, Harvard University
Graduate School of Education
Games Auditorium, Presser Hall

SEPT. 22 8:15 p.m.
Centennial Student Production
"May We Forget: A Lighthearted
Look at Agnes Scott's History"
Games Auditorium, Presser Hall

SEPT. 23 8:30 a.m.
Alumnae Board Meeting
10:45 a.m.
Opening Celebration
Convocation
Games Auditorium, Presser Hall
Speaker—Rosalynn Carter,
Distinguished Centennial Lecturer
Followed by lunch on the
George W. and Irene K. Woodruff
Quadrangle

SEPT. 23 (continued)
5:15 p.m.
Buffet Reception
Alumnae Association honors the
Class of '89
The Alumnae Garden
6:45 p.m.
Alumnae Leadership Conference
Opening Session
8:15 p.m.
Speaker—Joyce Carol Oates,
Writer
Games Auditorium, Presser Hall

SEPT. 24 9:00 - 10:00 a.m.
Alumnae Leadership Conference—
Campus Update
10:30 a.m.
Senior Investiture
Speaker—Dr. Arthur L. Bowling, Jr.,
Associate Professor and Chair,
Department of Physics and
Astronomy
Games Auditorium, Presser Hall
11:30 a.m.
Brunch for seniors, parents, faculty
Rebekah Reception Room,
Rebekah Scott Hall
12:00 p.m.
Alumnae Leadership Luncheon
honoring former Alumnae
Association Presidents
2:00 - 4:00 p.m.
Alumnae Leadership
Workshops
4:00 p.m.
Alumnae Leadership Conference
Plenary Session

SEPT. 24 (continued)
7:00 p.m.
Party for campus community
& alumnae
George W. and Irene K. Woodruff
Quadrangle
8:15 p.m.
The Capitol Steps—political satire
Games Auditorium, Presser Hall

SEPT. 25 9:30 a.m.
Brunch for alumnae, seniors and
their parents
The Alumnae Garden
11:00 a.m.**
Community Worship Service
Dr. Isabel Rogers,
Professor of Applied Christianity,
Presbyterian School of Christian
Education
Games Auditorium, Presser Hall

OCT. 11 8:15 p.m.
Guarneri String Quartet
Games Auditorium, Presser Hall

OCT. 12 10:25 a.m.
Distinguished Alumnae Lecture
Bertha Merrill Holt '38
State Representative,
General Assembly of
North Carolina
Games Auditorium, Presser Hall

OCT. 13 8:15 p.m.
Agnes Scott Blackfriars Theatre
Production
"Out of Our Father's House"

C E L E B R A T I O N

T C O L L E G E



OCT. 21,
2,23

Alumnae Trip to Ramesses II
Exhibit in Charlotte, N.C.

OCT. 23

3:00 p.m.
Flute and Harpsichord Recital
Carol Lyn Butcher, flute
Calvert Johnson, harpsichord
Maclean Auditorium,
Presser Hall

OCT. 25,
27,28,29

Black Cat

NOV. 1

8:15 p.m.
Student Music Recital
Lauri White, Molly McCray
Maclean Auditorium, Presser Hall

NOV. 3

8:15 p.m.
Alabama Shakespeare Festival
"Hamlet"
Gaines Auditorium, Presser Hall

NOV. 9

10:25 a.m.
Convocation—'88 Election and
Civil Rights
Gaines Auditorium, Presser Hall

NOV. 10

8:15 p.m.
DeKalb County Constitution
Celebration—Panel Discussion
Gaines Auditorium, Presser Hall

NOV. 12

8:15 p.m.
DeKalb County Constitution
Celebration—Drama
Gaines Auditorium, Presser Hall

NOV. 16

10:25 a.m.
Distinguished Alumnae Lecture
Dr. Carolyn Forman Piel '40
Gaines Auditorium, Presser Hall

NOV. 17

8:15 p.m.
Piano Recital
Jay Fuller
Associate Professor of Music
Gaines Auditorium, Presser Hall

NOV. 20

6:00 p.m.
Community Orchestra Concert
Gaines Auditorium, Presser Hall

DEC. 1

8:15 p.m.
Canadian Brass
Gaines Auditorium, Presser Hall

DEC. 2

10:25 a.m.
Studio Dance Theatre
Children's Christmas Concert
Gaines Auditorium, Presser Hall

DEC. 4

2:30 p.m.
Agnes Scott College Glee Club
Annual Christmas Concert
Gaines Auditorium, Presser Hall

DEC. 6

7:00-9:00 p.m.
Opening Party for the Agnes Scott
Exhibit
Atlanta Historical Society
R.S.V.P. (404) 371-6430

DEC. 7-
MAY 20,
1989

Agnes Scott College Exhibit
Atlanta Historical Society

To reserve theatre tickets, call 371-6248. For tickets
to other events, call 371-6430.

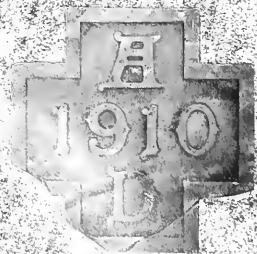
Dalton Gallery hours are Monday through Friday,
9 a.m. to 9 p.m., Saturday and Sunday 1 to 5 p.m.

The Atlanta Historical Society is open Monday-
Saturday from 9 a.m. - 5:30 p.m. and Sunday from
12 - 5 p.m.

Please arrive early for events to be directed to avail-
able parking. Handicapped access is available.

Events or speakers subject to change due to circum-
stances beyond the College's control. For general in-
formation concerning the activities, call the Cen-
tennial Celebration office, (404) 371-6326.

****NOTE:** All alumnae who are ordained ministers
are invited to march in the procession at the open-
ing weekend of the Centennial Celebration. The
worship service will be held at 11 a.m. on Sunday,
Sept. 25, in Gaines Auditorium. Please contact
Bernie Bond or Carolyn Wynens at 371-6000 for
further information.



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AGNES SCOTT

ALUMNAE MAGAZINE WINTER 1988



Bo Ball
mines
stories
from his
Appalachian
childhood

He strode back and forth before my French literature class, reciting passages from Montaigne with lusty abandon. An Oxford-educated Canadian in his sixties, Professor Winston-Smith (not his real name) had managed to preserve ample white hair and royal arrogance. With a monocle, powdered wig and court dress, he could have been any King Louis who lived to adulthood.

In his yearlong course at the university, he gave us a love of French lit and a strong fear of his person. His verbiage challenged a rapier, his criticism could be crushing.

He held some of his most decided opinions about women. Their best work, he crudely contended, was done on their backs. Each Wednesday evening, he held a salon in his home for his male students; women were prohibited.

In class, Professor Winston-Smith seemed perpetually surprised when any of us women made an astute comment, as if females could only fail to plumb the depths of meaning in French literature which was, after all, written by men. After the final exam, he compromised by treating all the students to dinner at the city's finest hotel.

Nevertheless, traveling with him through medieval literature, into the Renaissance and beyond, made the literature come alive, even for those of us who kept the dictionary at hand as we read. His delight in beauty, reverence for the classical roots of the Renaissance, and fierce defense of intellectual freedom entranced us.

He made the Renaissance so alive to me that one day it hit me that it was over — in a personal sense. As much as I admired Pascal or Descartes, no one could be like them anymore. In that age, some men had learned virtually all there was to know.



Since the Renaissance, you can't know everything anymore, our professor confirmed. "We must choose what to know and to study. Everyone has only a piece of the whole."

He was right, I'd been born too late. I couldn't read all the books, take all the courses, know all the subjects. I really had to choose. So I became a writer, for me the next best move.

The seminar on teaching values that many Agnes Scott faculty members attended this past summer reminded me of this experience.

The faculty members became aware again of the choices they had made, and the choices confronting their students. Each of them had a piece of the whole. Several of them talked about the awe they felt in the company of their colleagues, who represented disciplines about which they knew so little. Suddenly they were students again.

In Agnes Scott's centennial year, it's good to remember what it's like to be a student. For one hundred years, this college has been committed to educating women — to giving them the freedom of inquiry and the intellectual challenge that was denied to women in Professor Winston-Smith's class years ago. Our faculty want to use their power as professors to convey values that enable and encourage their students.

After the seminar, art history professor Donna Sadler remarked that she "loved being kept awake at night by thoughts. When we teach, we lose that feeling of being on the receiving end. I was struck by how much I missed it."

That renewed awareness offers Professor Sadler and her colleagues in the seminar fresh insight into their teaching. And in coming years, Agnes Scott's students will be richer for their experience. — Lynn Donham

Editor: Lynn Donham, **Managing Editor:** Stacey Noyles, **Art Director:** P. Michael Melia, **Editorial Assistant:** Angelie John, **Student Assistants:** Allena Bowen '90, Michelle Cook '91, Amy Goodloe '89, Louisa Parker '89, **Editorial Advisory Board:** George Brown, Ayse Ilgaz Carden '66, Susan Ketchin Edgerton '70, Karen Green '86, Steven Guthrie, Elizabeth Hallman Snitzer '85, Mary K. Owen Jarboe '85, Tish Young McCutchen '73, Becky Prophet, Dudley Sanders, Edmund Sheehy, Lucia Howard Sizemore '65, Elizabeth Stevenson '41

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About the artwork: These illustrations and photographs were provided by the artists represented by Alexander/Pollard. The cover is an archival photo that was hand-colored by Julie Mueller-Brown. David Guggenheim, a New Zealander now living in Atlanta, photographed Dr. Bo Ball. Lindy Burnett illustrated the holiday articles and the article, "Questions of Value." Elizabeth Traynor, well known for her hand-colored scratch board illustrations, did the paper sculpture for the article, "Getting it Write."

It is hard to believe that anyone associated with an Agnes Scott College publication could be so uneducated as to refer to an ordained Presbyterian minister as "the reverend" (Spring 1988, page 24). This is, at best, ignorantly tacky; at worst, contemptuously insulting. The College owes Mrs. Adams an apology.

Mary Sheemaker '28
Memphis, Tenn.

EDITOR'S NOTE: *I am sorry this caused you such distress. I have double checked the references we use in the office — The Chicago Manual of Style, The Associated Press Stylebook, Strunk & White's Elements of Style, and Webster's Dictionary. I cannot find any caution against the use of this phrase or any indication that it carries a negative connotation.*

I was interested to read the article about Dr. Alice Cunningham (Fall 1988, page 20). I have many memories, having taken a course with her during my freshman year at ASC.

I was particularly interested in her encouraging comments about the prospect of tenure for young faculty members. Many students who were at ASC during the 1978-1979 academic year were extremely dismayed when Dr. Alan White of the chemistry department, whom I regard as one of the best teachers I have had in my academic career, was denied tenure at Agnes Scott.

It is hoped that the supportive attitude displayed by Dr. Cunningham will help to attract and retain other inspirational faculty members in the future.

Dr. Anita P. Barbee '82
Louisville, Ky.

Correction: The second drawing on page 24 of the Fall magazine was incorrectly captioned. Pictured is electricity flowing through the atomic structure of a metal conductor, not free atoms in space, as stated.

Cover photo courtesy of the Bettman Archives

Agnes Scott
Alumnae Magazine

AGNES SCOTT

Page 7

Dawn Out Of Darkness



Winter 1988
Volume 66, Number 3

Thoughts for the season from two religious traditions offer fresh insight into winter days of darkness and light.

Page 12

Getting It Write



At Agnes Scott, women are encouraged to treasure the English language and to use it carefully and correctly.

Page 16

Questions Of Value



In a seminar on teaching values, ASC faculty discovered the value of empathy in teaching.

Page 22

View from a Mountaintop



It's not exactly another of those crazy stories about Professor Bo Ball.

Page 4
Lifestyles

Page 28
Finale

Page 30
Calendar

Love of theater obvious in Van Duyn roles

Acting is like exercise for Katrine Van Duyn '72. It isn't unusual for her to leave the stage and suddenly ache and feel exhausted. The "workout" is hard, she says, but it's an exhilarating feeling.

"Energy is important. You have to be mentally and physically fit to be an actress or actor," says Ms. Van Duyn, who received a degree in theater from Agnes Scott.

"It takes lots of discipline to be able to refresh yourself, wipe the slate clean and do the same show the next night. You have to approach each show with freshness and relaxation — and that takes energy."

Since moving to Washington, D.C., in 1981, Ms. Van Duyn has performed with several of the capital city's professional theaters, building a line of acting credits that continue to boost her into the spotlight. She has performed with the Horizon's Women's Theater, Arena Stage and the Studio Theater.

Her most exciting moment came last year on opening night of "The Merchant of Venice" at Washington's Folger Shakespeare Theater when she performed the role of Portia, heroine of the play.

"I was the understudy for Kelly McGillis

(*Witness*, *Top Gun*). Kelly got sick suddenly, and I had to go on," Ms. Van Duyn says. "I had three hours to prepare. I'd never had a run-through, and all the costumes had to be shortened four inches."

Ms. Van Duyn says most of those three hours were spent standing on a stool with her arms raised, waiting as the seamstresses altered the many beaded cloaks, mantles and gowns her role required. "The costumes weighed a ton, too," she says. "But it was all like a storybook tale come true. I'd wanted to work at the Folger for a long, long time."

Ms. Van Duyn says she

didn't have time to think about being nervous. She was prepared and felt confident in that aspect. "At that time, being nervous would have been a luxury. All I could think to myself was 'this is it.' I was so excited and so happy to be working opposite an actor like Brian Bedford. I'd gone to all the rehearsals and had memorized the lines. I knew I could do it."

"I ached all over after 'Merchant,'" she remembers. "I usually don't eat anything before a show to keep from feeling filled up, and I'm usually ravenous afterward."

Ms. Van Duyn studied Shakespeare at Northwest-

ern University in Chicago, where she received a master's degree in theater. She said she studied with professors who offered her great insight into oral interpretation. Her training, her 5'8" height, and her curly blond hair made her an ideal classical actress, she adds.

Ms. Van Duyn's latest role was Octavia, Caesar's sister and the betrayed wife of Mark Antony, in Shakespeare's "Antony and Cleopatra." The show opened September 20 at the Folger Theater.

"I try not to spare anything for a role. I read the script several times and work hard at really acting



Katrine Van Duyn: An actress in the classical mode whose goal is "not to spare anything."

out the role," she says. "I love the theater and I love how the show differs every night. I like the 'real time' you have to operate in.

"You live the role from beginning to end, and that role can change every night depending on how you feel and how the cast feels. There's a difference between really acting the role and handing in a rote performance," she says.

Ms. Van Duyn juggles her acting schedule to allow for some free-lance research work for various Washington corporations. Free-lancing allows her the flexibility she needs to continue her stage career. She has done voice-overs for commercial and industrial films. She soon expects to become a member of the Actor's Guild and get an agent.

"Acting is so varied. You have to be able to answer the phone and take a role at a moment's notice," she has found.

"I love classical work, and I love contemporary work. But, I guess with my Catholic school background and then attending Agnes Scott later, I tend to fit the classical mode," Ms. Van Duyn says. "I've done Shakespeare, Chekhov, and Wilde. I act out of a sense of need — a need to express myself." — **June Dollar**

June Dollar is a writer and editor at The American University, where she is working on a master's in public communication.

Margaret Porter realizes ambitions in birthing novels

With her saucer-shaped eyes and pretty red lips, Margaret Evans Porter '80 could understudy a heroine in one of her own novels. She'd play the part well. The self-confessed Anglophile was a member of Blackfriars throughout her college career and appeared in nearly all of their productions from 1976-80.

Ms. Porter, whose first novel, "Heiress of Ardara," was published by Doubleday earlier this year, notes, "Although I was an English/Theatre major, I never once took a writing class back then. Life is funny that way."

What's funnier still is

that the Macon, Ga., native didn't really consider writing for a career until a foray into marketing research made her think otherwise. She left the relative comfort of a nine-to-five job and began to write full time.

As for her novel, "I sat down to write it on day one, kept on and didn't stop until I was finished." It took less than a year to complete, but much longer than that to get published. "Almost like having a baby," the otherwise genteel writer admits. Actually, it was almost like having two babies. She sent synopses to several publishers. Within weeks, an editor at Doubleday called and asked to see the complete manuscript. That was the easy part. It took

sixteen months for Doubleday to make her a final offer. By then, she had hired an agent. "I wanted to concentrate on the creative end," Ms. Porter says, "not the business end."

In the meantime, Ms. Porter wrote a companion novel to "Heiress of Ardara." She describes both books as love stories set in nineteenth-century Ireland.

She is currently working on what she terms a mainstream historical novel. The history, not the love story, takes front stage. A research jaunt took her to England and Wales this fall and she hopes to write full time this winter.

The 29-year-old writer already has an impressive list of credentials. She was named an Outstanding Young Woman of America and in 1987 was nominated to *Who's Who in U.S. Writers, Editors, and Poets*.

She holds a master's degree in journalism and mass communications from the University of Georgia and once wrote a college-level manual for mass communications researchers.

She now resides in Littleton, Colo., a city outside of Denver, with her husband, Christopher.

Her former yearning for the stage has been usurped by a writing career. "My ambitions are achieved when I'm able to sit down and write and realize that I'm able to do what I love every day," she says contently. — **Stacey Noiles**



Novelist Margaret Evans Porter: Writing historical novels is more like "having a baby" than playing a heroine.



DAWN OUT OF DARKNESS

Thoughts for the Holidays From Two Religious Traditions

FESTIVAL OF LIGHT

BY RABBI PHILIP KRANZ

December days evoke strong images in my mind, images of darkness pierced by light.

I grew up in one of the wintriest parts of the Midwest. I remember well the melancholy days after Halloween: the early nights, the dark, threatening skies, the chilly winds.

The winter holidays were a cheery respite from December gloom. In those days, people put up their home decorations on Christmas Eve day. Some families used the same lighting display year after year, while others varied their design. I tried to determine the most beautiful.

Each year an electric-light manufacturer in my hometown produced a holiday fantasy in electric lights. Lines of cars snaked through the campus-like grounds, their passengers oohing and aahing at the display. Although my family was Jewish, we queued up, also. A Chanukah display always sat among the Christmas ones.

ILLUSTRATION BY LINDY BURNETT



FESTIVAL OF LIGHT

Chanukah — the Jewish “Christmas,” my Christian friends called it — is a festival of light. I welcomed its arrival as much as my neighbors welcomed Christmas. I appreciated the lights. I hated the darkness.

In my home, the Chanukah celebration began with the ritual of digging out the menorah or Chanukah candelabra from the back of the storage cupboard. My job was to clean off the wax from last year’s candles. It was fun to melt it off and then to reshape the droplets into different designs. From another room came my mother’s voice: “I hope that you’re not playing with matches,” she called. “Of course not,” I replied.

Each child in religious school received a box of candles the week before Chanukah began. They came in a number of pastel shades. Since the Chanukah celebration lasts eight nights, I planned the colors for each night’s kindling. Some nights had red, white and blue candles, the colors of the American flag; other nights I chose blue and white, the national colors of the state of Israel. On the last night, when the menorah was aglow with all eight candles, I often used one of each color, a dramatic send-off to the holiday that would not return for another year.

When the first night of Chanukah finally arrived, I prepared the menorah. One candle the first night, two the second night, and so on. The menorah was placed in the window, to “display the miracle of light.” We recited blessings and, according to a Jewish commandment, the family remained in the room until the tiny candles burned down.

These lights were far less spectacular than those on our Christian neighbor’s front porch, but they filled me with the same sense of satisfaction and joy.

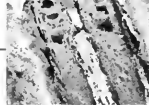
My parents told me that Christmas and Chanukah were very different holidays. And yet, the older I got, the more I realized that they had something very beautiful in common — light — light at the darkest time of the year.

Every year around December 22, the sun moves to its greatest distance from the celestial equator. The shortest daylight of the year occurs. Ancient cultures feared the winter solstice. They believed that the sun might leave the earth for good and the world be plunged into total darkness. Life as we know it would cease to exist.

So the ancients engaged in a bit of sympathetic magic. They lit bonfires and torches, to encourage the sun to return. After the twenty-second of December the days got longer as the sun slowly returned.

Today both Chanukah and Christmas celebrations, echoing those ancient festivals, are held near the winter solstice. At the time of greatest darkness, they bring their message of light into the world.

A rabbinic legend says that when Adam saw the sun set on the first night of his creation, he was frightened, thinking that light had disappeared forever and that the sun would never be seen again. God, in His mercy, gave Adam the intuition to take two flints to rub together to kindle fire. Thereupon Adam uttered the benediction, “Blessed are You, O Lord, Creator of Light.” Seeing the light, Adam was assured that darkness need not prevail.



WRITTEN BY RABBI PHILIP KRANZ

Chanukah celebrates events of the years 168-165 B.C. Jews living in Judea suffered under the rule of a Greco-Syrian king who thought himself a god and attempted to force his subjects to worship him. Some yielded to his pressure; others took a firm stand on behalf of their faith. Although small in number, they took up arms against an enemy much greater than themselves.

The zealous fled to the hills of Judea and from there carried on guerrilla warfare against the king's installations, pulling down pagan altars, engaging the king's detachments in battle and, in the end, defeating them. This underground resistance movement became the first time in history that a people went to war simply in the cause of religious freedom.

From that time on, Jews celebrated Chanukah for eight days, later adopting the custom of lighting one candle on the first night and increasing until, on the last night, eight were kindled.

In Jewish tradition, light became a symbol of spiritual alertness and dedication. It was light that God used to kindle the souls of human beings. Scripture teaches that the "spirit of man is the lamp of the Lord."

The Episcopal Cathedral in my hometown produced a Boar's Head Ceremony each year between Christmas and New Year's Day. It is a remnant from "Merry Olde England" and a reminder of Christ-mases past. The most beautiful part of the celebration is the conclusion. A small boy, in medieval English dress, walks up the aisle of the cathedral with a lantern, a tiny light flickering within, symbolizing

the message of Christmas and the light he is taking into a dark world.

Chanukah and Christmas, as festivals of light, remind us that human beings cannot yield to despair. Religious faith has the power to assure us that out of darkness and shadow, Adam created light. His light was a reminder of the greater light, which emerges with dawn.

The pupils of a nineteenth-century Eastern European rabbi approached their teacher with a complaint about the prevalence of darkness in the world. How, they asked, could the darkness be driven away.

The rabbi suggested they take brooms and sweep the darkness from a cellar. But the bewildered students swept to no avail. The rabbi then advised his followers to take sticks and to beat vigorously at the darkness. When this, too, failed, he counseled them to go down again into the cellar and shout curses against the darkness.

When this too failed, he said, "My students, let each of you meet the challenge of darkness by lighting a candle." The disciples descended to the cellar and kindled their lights. They looked, and behold! the darkness was gone.

I am grateful for the light that good and decent men and women create to bring brightness to December's dark nights. In Chanukah and Christmas, the holidays of light for two great religions, we have a powerful symbol of the goodness this world might yet know. Because I am a hostage of hope, I look each year for that light. ♦

Philip Kranz is rabbi at Temple Sinai in Atlanta and is an instructor in Bible and Religion at Agnes Scott.



THE AMBIGUITY OF CHRISTMAS

Many of us have treasured images of Christmas: songs about silver bells and snow and chestnuts. Red and green lights strung across Main Street. Parties and school plays. Choral concerts. Wreaths of holly and candles. Trees covered with lights and icicles. Cookies and cakes and special dishes. Christmas cards exchanged with friends from another time and place.

Christmas is indeed a time of beautiful music and colorful decorations and favorite foods, a celebration of memories and children, friends and family.

Yet Christmas can also be a difficult, overwhelming time. Too much to do, too little time, so many expectations, so many people. At Christmas we miss loved ones no longer with us. Rates of suicide and depression increase. Memories and dreams haunt as well as comfort amid unrelenting commercial and social pressure to get into the holiday spirit.

Christmas is a holy time, the celebration of the birth of Jesus of Nazareth, the "son of God" whom Christians worship.

Although some Christmas activities, such as hymns, nativity scenes, Handel's "Messiah," and collections of money and toys for "Empty Stocking" funds, can be found in both religious and secular contexts, specifically religious activities may be reduced to the Christmas Eve or Christmas morning worship services.

For most the season is a time to celebrate and reinforce social, family and business networks with festive food and drink and the exchange of gifts. When days are shortest we need a bit of fortifying

for the winter chill. Christmas — the memorial to Jesus' birth — came partly to counter mid-winter Roman celebrations.

What is the appropriate spirit of the season?

To reflect on the meaning of Christmas, one turns to the life and death of Jesus. We celebrate the birth because of his life and death. Who, then, is this Jesus and what about him makes him worthy of so special a place in history?

Mark, the gospel that most scholars believe to be the earliest account of Jesus' life, contains no birth narrative.

The Gospel of John talks more about the incarnation, God becoming human, than about the birth itself. The gospels of Luke and Matthew vary greatly in the details of their accounts.

Luke creates a sense of joy and wonder with angels and shepherds and a stable. Matthew describes wise men from the East following a star to see the new king, bringing gold and frankincense and myrrh.

Both accounts say that even at his birth political and social structures are challenged. In the Lukan account, the baby with the shepherds points toward God's ultimate concerns for society's outsiders — racial outcasts, sinners, women, the poor, lepers. In Matthew, the baby Jesus is such a political threat that to kill him, the Roman ruler puts to death all young children of Bethlehem. Jesus' family, through God's intervention, escapes to Egypt.

Trees and Santa have their place at Christmas; they serve good and useful purposes. The gospel traditions reveal more clearly the



WRITTEN BY BETH MACKIE '69

significance of Christmas as it relates to human existence in recounting the life of Jesus Christ.

Christ saw individuals. He didn't simply deal with problems or diseases. Jesus saw the man who collected taxes, the woman who insisted that Jesus heal her daughter, the man possessed by "demons." Jesus enabled them to live their lives more fully by removing specific physical and mental obstacles. Jesus changed lives as well as bodies.

Christians often see only the problem: homelessness, poverty, corrupt political systems, suffering and sickness.

While we help relieve the problem, we don't want to see the people. To see the people is to see Christ in them, and to see Christ means not only to share ourselves but to risk being asked to change ourselves and our world.

It is easier to make pronouncements about principles than to see the people around us and how our decisions, our actions, our attitudes affect their lives. To really see the people around us and around the world is to envision and long for a different world. Above all, Christianity believes that Christ's life in human form changed the world. The meaning of human existence shifted because Christ lived and died.

Paul talks of the Christian life in the spirit as one of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control (Galatians 5:22-23). It is a world in which Christians are less concerned with power in social, economic, political, cultural, familial, racial, and educational

hierarchies, and more concerned with assisting others to develop lives of love and purpose.

Change lies at the core of even secular Christmas celebration. We enter into a different time and place even when that time and place come from Santa and the North Pole. We change priorities in order to get our shopping and wrapping and baking done.

But at this season, to enter the sacred time and place of Jesus is to look at the world around us — to appreciate the love and joy of living in the world and to look at those for whom Christmas is not a time of joy.

Christmas calls for change: recognizing the light of love, extending that love and concern in ways that fundamentally make for a better world, and giving people control over their lives by breaking the barriers of sickness or isolation or domination or poverty that keep them from developing into the unique persons of worth and value that they were created by God to be.

Christians look to the future, confident that nothing in heaven or earth can separate people from God's continuing love as they live and change and celebrate.

It is the reverence for life which comes from reverence for Christ that is the most wondrous aspect of Christmas and which may again give angels reason to sing joyfully:

"Glory to God in the highest, and on earth, peace, goodwill to all persons . . ." ♦

Beth Mackie is assistant professor of Bible and religion at Agnes Scott and a member of the class of '69.

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Getting It Write

**Writing can create a
cluttered landscape to those who
enter. ASC's writing workshop
seeks to ease the difficulty
of putting pen to paper.**

BY SUSAN MEDLOCK

W

illiam Faulkner entered the classroom — late — perched on the edge of the teacher's desk and looked intently from student to student. There they sat, a class of University of Mississippi writing students eager to learn from the venerable author. "So, you want to be writers?" Faulker asked gruffly, breaking the silence at last. Heads bobbed, pencils came to attention, weight shifted in the wooden seats. "Then, damn it, start writing." And he stalked out. End of lecture.

Is the lesson that terse? Do writers learn only by writing? On another Southern campus four decades later, a gentler English professor echoes Faulkner's advice: "The only way to learn to write is to write often."

Christine Cozzens should know. A published writer, she has taught writing at Harvard, Wheaton and Emory. She recently joined Agnes

Scott students are required to take English 101, the writing of critical and expository papers and the critical reading of literary works by genre. The course causes problems for students who haven't a solid background in English grammar and composition.

Dr. Cozzens and tutors work with students who have been identified as

For Dr. Cozzens, honing communications skills through the writing process can be compared with viewing a painting. From two inches, a canvas is merely brush strokes; from two feet, it's a park scene. In the same way, a writer must compel her reader to do the same. "Don't just give the readers evidence," Dr. Cozzens says. "Tell them what it is."

Scott as assistant professor of English and director of the College's newly-established writing workshop. Her mission at Agnes Scott includes helping students learn to write, helping students who write well teach others, and collaborating with other professors in the inclusion of writing across the curriculum.

Can anyone learn to write? Is it enough, by damn, just to start writing?

"You learn to write by writing; you learn to think by writing," says Dr. Cozzens. "Anyone who wants to put the time into it can make tremendous progress," she adds. "But writing is time-consuming, and you must learn how to be nurtured by criticism rather than beaten down by it.

"It helps if the critic is tactful," she adds, smiling.

What defines good writing? "Clear, succinct, understandable, jargon-free [prose]," says Dean Ellen Wood Hall '67. Dr. Cozzens adds, "Writing that communicates is good writing. You don't have to agree with the writer, [only] be engaged by what the writer has said."

To help students learn the skills necessary to be good writers, a brand-new subdiscipline — teaching writing — has been developed within the English curriculum, which College officials hope will be endowed by the Centennial Campaign. A \$50,000 grant from the J.M. Tull Foundation has made possible the College's writing workshop, directed by Dr. Cozzens and staffed by qualified peer tutors.

needing help. This past year, the program included 13 students. This semester, 14 are enrolled. "The writing laboratory is a tool for the campus, a resource for the community," says Dr. Linda Lentz Hubert '62, chair of the English department.

"To a certain degree, our basic sense of language has been lost to the video generation," continues Dr. Hubert. "We moved away from accurate and careful writing. Now we're moving back towards an emphasis on verbal skills."

To this end, the writing workshop aids students with specific writing

problems, as well as any student seeking help with her writing. Students write on the blank screen of the computer; tutors provide instant feedback.

"Two-way communication is essential to the development of good writing," says Dr. Cozzens. "I never submit anything I've written — for publication or any other purpose — without showing it to someone first."

"Writing has always been a collaborative experience," says Dr. Hubert. Tutors' assistance doesn't violate Agnes Scott's Honor System, adds Dr. Cozzens. "Everybody knows the difference between an idea they think of and an idea they stole. Tutors don't put words in students' mouths. I think student and tutor always know where one's ideas end and the other's begin."

The two-inch perspective is particularly troublesome in research papers, Dr. Cozzens says. It is relatively easy to list facts and thus create a field of dots on a canvas. It is much more difficult to put the facts together as a coherent whole.

To help her students with the process of organizing facts and ideas into a unit, she has them keep journals. "There's a lot that you write that you don't use," she says. "Sixty to seventy percent of what I ask my students to write I never see."

After assigning the first freshman English paper, for example, Dr.

Cozzens tells her students to write in their journals what problems and struggles they anticipate. The process of identifying potential stumbling blocks helps diffuse anxiety.

For non-English majors, Dr. Cozzens plans — as part of her role collaborating with other disciplines — to encourage professors to urge their students to take advanced composition. Course assignments are flexible and a science major may, for example, bend the course to her interests.

"The English department can't mass-produce good writers and plug them into other fields," says Dr. Cozzens. "Disciplines need to work together to enhance the teaching of writing."

That's something William Faulkner would appreciate.

Late in his life, Faulkner was asked

The Write Kind of Students


Over the years, Agnes Scott has brought noted writers to campus:

Robert Frost, Eudora Welty, Robert Penn Warren, Harry Crews, Joyce Carol Oates, Anne Rivers Siddons, Tillie Olsen.

The person who initially brought to Agnes Scott one of the most regular of famous visitors, Robert Frost, will now be remembered and honored by the endowing of a fund in her name. The Emma May Laney Endowment Fund of \$500,000 is the gift of two former students who are now trustees of the College and their husbands, Tom and Dorothy Holloran Addison '43 and Daniel and Elizabeth Henderson Cameron '43.

Mrs. Cameron, student president of the Lecture Association for which Miss Laney was the advisor for years, remembers her professor as one who "stood for the highest standards of academic excellence and high integrity." Dorothy Addison says, "Her commitment to me as a student is the core of what I think education at Agnes Scott is all about. From her I learned to write well, I learned to write honestly and clearly."

Emma May Laney taught for 37 years in the Department of English, from 1919 to 1956. The Emma May Laney Fund, to be used at the President's discretion, will be for the purpose of bringing distinguished residents to campus for short or long visits, or to fund other activities which foster cultural enrichment and good writing by students, in honor of Miss Laney's own contribution to Agnes Scott.




what advice he would give young writers. "At one time I thought the most important thing was talent. I think now that the young man or the young woman must possess or teach himself, train himself, in infinite patience, which is to try and to try and to try until it comes right. He must train himself in ruthless intolerance — that is, to throw away anything that is false no matter how

much he might love that page or paragraph. The most important thing is insight . . . to wonder, to mull, to muse why humans do what they do, and if you have that, then I don't think the talent makes much difference, whether you've got that or not."

Through its one hundred year history, Agnes Scott College has encouraged young women to be curious — "to wonder, to mull, and

to muse." And Agnes Scott's writing program — from 1889 through the 21st century — will continue to help young women to learn the "infinite patience" of trying until the words are right. ♦



Susan Medlock is the former public information officer for Agnes Scott.



For ASC faculty, a summer seminar on teaching values became an exploration into the values of teaching.

BY LYNN DONHAM

"Educating someone is like creating an incredibly rich passageway," Dean of the College Ellen Hall '67 likes to say. She and twenty faculty members returned this fall with fresh empathy for their students, and new awareness of the cultural and personal values at work in education.

Fifteen professors from the humanities and five from the natural sciences spent June in an intensive seminar on teaching values. Partially funded by the National Endowment

for the Humanities, the seminar brought five experts to campus as consultants to the faculty's studies. Their readings ranged from Aristotle to Simone de Beauvoir. In each work they probed values.

"A humanities faculty is one of the chief purveyors of the values of a culture," explains Dean Hall. "In the texts we study and teach are enshrined the best images of what it is to be human. Sometimes the images are of failed, even evil, humanity.

QUESTIONS OF VALUE



ILLUSTRATION BY LINDY BURNETT

Other images show us humanity at its best. We must convey these images as models of what life can be, for ourselves and for our students.”

Dean Hall directed planning for the seminar, assisted by Sally MacEwen, assistant professor of classical languages and literatures. The seminar targeted four values: justice, freedom, community and tolerance. At issue were more than abstract values themselves, but how to balance their sometimes conflicting demands.

“The trick is figuring out what you do in individual situations. Like playing tennis, there are some rules,” says Callaway Professor of Philosophy

Richard Parry, principal author of the NEH funding proposal. “But no rules tell you what to do to hit the ball on this volley or that. This requires skills and sensibilities.” He calls these skills and sensibilities virtues.

To develop such virtues, he believes, “We must set forth for our students fundamental choices about what their lives will be like. We believe that some of the best answers are found in traditional places, such as the first five books of the Bible, Aristotle, and elsewhere.”

Adds Dean Hall, “Everybody comes into the classroom with a personal stance, a world view that permeates everything that person

says.” Both students and teachers hold assumptions. “We must understand the other person’s point of view and why he or she holds it.”

The texts used this past summer offered the group an opportunity to talk across the divisions of academic disciplines. “In the time of Aristotle, until the Renaissance, all knowledge was one body,” Dean Hall explains. “After the Renaissance, knowledge began to be projected through prisms called disciplines, like a million different colors.”

In recent years, academia and business have moved to re-integrate their arrays of specialties. Down the

Continued



**The seminar's greatest benefit
may have been to encourage faculty "to embrace diversity
and to agree that there usually is more than
one point of view."**

road, she suggests, new disciplines may arise from new combinations of studies.

The first consultant, Dr. Walter Brueggeman, professor of Old Testament at Columbia Presbyterian Theological Seminary, set the seminar's tone when he declared, "A liberal arts education is an arena where there is time and space to talk about these voices in our society. There are very few of those places left."

Three other consultants followed Dr. Brueggeman:

—Herman Sinaiko, professor of humanities, University of Chicago, taught Aristotle's *Nicomachean Ethics* and *Antigone*.

—Professor Jean Bethke Elshtain, University of Massachusetts, presented John Stuart Mills' *On Liberty*, —Martha Noel Evans, associate professor of French and coordinator of women's studies, Mary Baldwin College, taught Simone de Beauvoir's *She Came to Stay*.

For the first two days each week, faculty whose disciplines included the texts made presentations and led discussions to prepare their colleagues for the consultant's visit.

Participants got together outside of class as well. Softball games, dinners, and trips to local music spots gave them a respite from the more solitary academic terms.



Four battered tables, holding scattered Bibles and coffee mugs, nearly spanned the length of Alston Center's main lounge as the professors settled into their seats.

The first week, Walter Brueggeman, theologian and eminent Old Testament scholar, taught. In his book, *The Prophetic Imagination*, Dr. Brueggeman has written that prophetic teaching and preaching provide energy and refreshing images by which to steer one's life and make sense of one's calling.

His powerful, patriarchal teaching style suited this promise. A sharp nose punctuated his hawklike face, topped by a shining bald head with only a skirt of gray hair. He used his rich, deep voice dramatically, thundering when he chose. His nearly irresistible momentum carried his listeners. Moving fluidly between literary analysis, historical context and daily life, he offered deep in-

sights, his views sprinkled with mitered wit.

"All texts require interpretation that can include radical innovation as part of the covenant. This keeps the law from becoming flat and irrelevant. The Old Testament is profoundly open to adjustment and circumstances," he said.

As his audience sipped coffee, he ran through the literary and structural skeleton of Deuteronomy, "the center of the Old Testament, where theological lines converge."

The book's core, chapters 12-26, probably date from the 13th century B.C., although they may have been lost for several centuries. Many scholars believe these are the texts found in the Temple in 621 B.C., as told in II Kings. These scriptures moved Israel's young King Josiah to repent, and he reorganized the Israelite community to renew the covenant. Scholars believe the rest of the book was likely written by reformers of Josiah's time, who adopted the form of "speeches of Moses" to add credence to their message.

Covenants often defined non-family relationships; they played a key role throughout the Old Testa-



ment and antiquity. Dr. Brueggeman described the Old Testament covenant between God and the Hebrews as one designed to protect the poor and the powerless in that society. The first covenant between God and Abraham, in Genesis 15 and 17, became the model for later bonds with Noah and King David. But after the exodus from Egypt, the covenant grew to govern the social, religious and political fabric of the community. It relied on religious faith and gratitude to impose ethical standards for a just and peaceful community.

Chapters 6-11 recount the Hebrews' Exodus from Egypt and wilderness wandering, before they enter "the Promised Land." These chapters remind the Hebrews of who they are and what God has done for them. Recounting these narratives is important in the Old Testament's faith tradition.

"You get obedience by telling stories," preached Dr. Brueggeman. "The problem with the contemporary church is that we've forgotten the narratives and kept only the rules.

"Affluence causes amnesia," he quipped. The writer of Deuteronomy worried that success and security of

the Promised Land would scuttle the memory of the Hebrews. "Forgetting is the great Jewish sin."

Writers of the Bible believed that security is an enormous seduction. "Like the long conversations we have with our children before they go off to college, we feel there are enormous risks — that they may never come home again. Or if they do, that we will not be able to tolerate them," he added.

Could Israel change from the wandering, nomadic community to the agricultural life of the Promised Land and avoid the consumerism and idolatry of Canannism? To do so, even Israel's king must be different. "This king will not amass arms, alliances or wealth," the professor explained. "He will sit on the throne and read the Torah all day."

The Israelites also grappled with the limits of individual and group responsibility. Deuteronomy called for cities of refuge to shelter runaway slaves, the right to glean what one needed from a neighbor's field (guarding against the excessive constraints of private property), and no-interest loans to members of the community. Deuteronomy says "do

not oppress the poor; pay people their wage the day they earn it," said Dr. Brueggeman. "Here, you cannot organize the economy for the sole motive of profit."

Beyond social laws and customs, he said, Deuteronomy calls Israel to remember the "spectacular gifts that come out of God's goodness, not to remember sin and evil and harm." Psychotherapy tells us that we forget what we ought to remember and remember what we ought to forget, he said. "Terrible ego is involved in the thought that you as an individual can atone for the sins of the father." Yet children bear the consequences of their parents' mistakes: witness environmental problems, child abuse, the national debt.

"Can we live with an alternative imagination in a hostile environment?" he asked, arching bushy eyebrows over black reading-glasses inches down his nose. "Deuteronomy suggests that life could really be conducted in a pattern of justice and freedom, without yielding to political and military pressures. Deuteronomy asks: Can one have a different kind of a king in the real world? Can we

Continued

**"I had forgotten
what it was like to be a student. I loved that
'moveable feast' of ideas. I loved being kept awake
at night by thoughts."**

imagine public life in a different mode, or are we fated to a consumer economy till the end of time?"

The next day Dr. Brueggeman opened to the book of Jeremiah. Named for its prophet-author, Jeremiah is a poetic "re-rendering" of Deuteronomy using the allegory of a lawsuit between God and Israel. The lawsuit has two parts: "You have broken my commandments," and "therefore. . . penalty or curse."

The countertheme of the book is Israel's relationship with God (Yahweh). Jeremiah boldly proclaims that forgiveness of Israel's sins is possible, "God is willing to violate His own law for the sake of the relationship," Dr. Brueggeman explained. "God has done an about-face. He discovers 'these are my people and I love them.' He must decide whether to end the covenant and keep the relationship or enforce the covenant and end the relationship."

God can't "turn loose" until there is a good outcome — that is the hope of the Old Testament. "Being adults," argued Dr. Brueggeman, "we finally come to an awareness that this pathos-filled love is the most real, true thing in our life and we act in

freedom to forgive."

Peggy Thompson, an English professor, built on his point. "Not only does the beloved have a difficult time accepting it, but the lover has a difficult time loving." Her voice was earnest, open. "This is diametrically opposed to Freud and others who say that freedom is in detaching from relationship. Freedom is living healed in the fidelity of your father or mother's love."

Professor of Psychology Miriam Drucker added that forgiveness is among her current research interests. "One answer to the question of how we become adults is the process of forgiveness. You forgive yourself in relationship to the other person."



Dr. Brueggeman's presentation "was very revealing," says Chris Ames, two months later. "It emphasized the Mosaic code as a moral code dedicated to justice for oppressed people, which is a perspective I'd only heard indirectly."

Assistant Professor of Biology Ed Hoyer agrees. "It's been a long time since I've read the Old Testament, and I've not thought about it

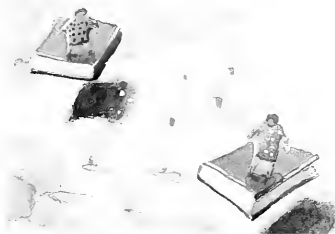
in some of the ways Brueggeman brought out. He was just fascinating. It was a completely different way of thinking about the Old Testament."

One participant wrote on the evaluation: "Thunderbolt concepts: the radicalness of the Pentateuch; the built-in imperative to constantly re-assess our texts — that as a basis of community . . . the personal attraction of ethics-in-action of Aristotle, the incredible suggestion of [Martha] Evans that justice, community, and tolerance were defined by the first."

Another wrote, "I held ossified and generally incorrect stereotypical views of the Old Testament, Aristotle and, to some extent, Greek theater. I found Professor Brueggeman's discussions of the social history of the Hebrews fascinating, and I very much liked his reading of the political radicalism in the social prescriptions of the Old Testament. I wasn't completely convinced, but certainly was interested."

The other consultants won similar praise. But the Agnes Scott faculty seemed most affected by the experience of being a student again.

Art Bowling, who has taught



physics for 12 years, says, "I thoroughly enjoyed it. I was wrong several times, but my colleagues were gentle," he adds. It was worthwhile "to feel again the reluctance to say something stupid," — "Students experience it all the time."

Art history professor Donna Sadler calls the seminar a "landmark." "I had forgotten what it was like to be a student. I peaked as a student — I loved that 'moveable feast' of ideas," she explains. She smiles. "I loved being kept awake at night by thoughts. When we teach, we lose that feeling of being on the receiving end. I was struck by how much I missed it."

The seminar also helped her remember her goal to recreate that feeling for her students. But there were a few hurdles this summer, too.

"I'm so used to standing in the dark with my pointer and the slides," she explains. "Then I realized in this seminar the lights were going to be on all the time." She laughs easily. "I was having a hard time feeling secure."

English professor Chris Ames also found the seminar valuable. "I learn when I teach, but I'm gearing it to

the student's level. It was nice to be able to balance that with an experience where I had to push intellectually to grasp the material and to keep up."

"It was a rare opportunity," agrees Miriam Drucker. "It was humbling to see so many people around whose knowledge and expertise are in areas outside your own."

Gus Cochran, a political science professor, was amused to find himself behaving like his students. Sometimes "I did the reading, came to class, awaiting the teacher's presentation. I'd not really thought about the material. When my students do that, I scream and holler. Now I'll be better teacher."

Faculty talk enthusiastically about doing it again, perhaps with more science faculty and scientific texts, or perhaps with students. Others long for an interdisciplinary seminar on teaching methods, including videotaping participants. Dean Hall believes the seminar's greatest benefit was the daily contact among people of differing opinions. We are taught to be alone with books and to be combative in arguing points. This seminar allowed us to embrace di-

versity and to agree that there may be more than one point of view."

The seminar also enabled faculty to see one another in a more human light, and to consider teaching methods that permit their students to understand them as individuals, too. Says Dean Hall, "The issue is not to show someone as an absolute authority, but as someone who has mastered a field and dealt with everyday human problems at the same time. That's a role model. To educate healthy, whole women, they need to see the whole person that is their professor."

She resists the temptation to define the outcome. "The NEH grant was given because the seminar was open-ended. Certainly it was a catalyst to get people thinking in a deeply cooperative way."

In evaluating the course, one faculty member concluded that the summer's experience would take time to digest and absorb. "We often claim that our students don't always know what they've learned until later. Maybe we're the same way." ♦

Lynn Donham is director of publications and editor of this magazine.

VIEW

F R O M A

MOUNTAINTOP

"He writes of mountain people, of Appalachian poverty humorously and poignantly. My first impression on looking at *Appalachian Patterns* was that I had something out of the ordinary."

B

o Ball likes to tell stories. People like to tell stories about him. There was the time that Linda Lentz Hubert '62, his English department colleague of twenty years, invited him to teach one of her classes. He enthralled the students with his expansive gestures and ebullient style. And then, to the dismay of Dr. Hubert, who planned to thank him, Bo Ball slowly, but deliberately, backed out the door to end his lecture. No question-and-answer period. "He just vanished," she laughs. Jane Zanca '83 remembers a student tremulously telling her how "that crazy Bo Ball" had leaped on a table during class. "I said to myself: 'Of all the Bo Ball stories, this was ridiculous.' I had this picture in my mind of Bo jumping up and down on his desk, and I thought, 'Soon I'll be hearing stories about Bo Ball swinging from the belfry.'"

B Y S T A C E Y N O I L E S

PHOTOGRAPHY BY DAVID GUGGENHEIM



"So I went to his office and said to him, 'You won't believe this. I heard you jumped up and down on a desk in a class.'"

"I did," he told her. "I had to get their attention somehow."

Bo

Ball, otherwise known as Dr. Bona W. Ball, ASC's Ellen Douglas Leyburn Professor of English, is a gifted writer and merciless editor; an assiduously private person given to displays of high drama in an effort to communicate effectively and entertainingly with his students.

He's been pegged as some sort of Ivan the Terrible and he admits he can sometimes be rough. "I cannot bear continued ignorance," says this man who can leave first-year students quaking in their Reeboks. "I won't put up with it."

Yet he once gave a student his Phi Beta Kappa key after she was not elected to the society — he felt she truly deserved it.

This dichotomy is evident even in his writing. One critic wrote, "It is rare to find fiction that both sings and stings, that takes the language, compresses it and turns prose into images of beautifully sharp, cutting awareness."

That also describes Bo Ball. His writing reflects the sum of his parts. Beneath the sharp words and pen lies a warm and generous — even sentimental — human being.

"If you read his short story, 'Wish Book,'" says Jane Zanca, "you cannot help but know that the person who wrote it is ninety percent heart."

"Behind that intimidating shell," she continues, "is this really sensitive person and that's what comes across in his writing."

His stories "Wish Book" and "Heart Leaves" appeared in Pushcart Prize anthologies — the best of the nation's small presses. Both are in his book *Appalachian Patterns*, published this fall.

The stories represent "an amalgamation of human pathos," says his editor, Stanley Beitler of Atlanta's Independence Press. "He writes quintessentially of mountain people, of Appalachian poverty — humorously and poignantly." Mr. Beitler compares Dr. Ball to Eudora Welty, although he believes, "Bo Ball's technique is funnier and more realistic than Eudora Welty's."

"My first impression on looking at the manuscript [of *Appalachian Patterns*] was that I had something out of the ordinary," he adds.

Associate Professor of English Steve Guthrie, who works with Dr. Ball on the Writers' Festival, says, "Bo's stories give me a sense of place and people and, above all, language."

"You can hear Bo's delight in language in the metaphors he tosses off as if they were nothing."

Bethel and Doll are the young lovers of "Heart Leaves." They eventually marry and grow old together. The story — a model of its genre — powerfully condenses their courtship and lifelong love affair.

"As a child she had fought sleep to catch fireflies or try to peep the dusky eyes of whippoorwills," Bo Ball

writes in "Heart Leaves."

"Now she complained of aches and went to bed early. Katydid sawed their itch; night birds swelled their throats. They blended with her dreams, wide-eyed and closed, of Doll and their twelve children who would escape snakebite and fever to grow up to take his face."

Dr. Ball based these characters and others on people he knew while growing up in Virginia's Buchanan County, "the richest for minerals in the state," according to the dust jacket of his book, "the poorest for its people."

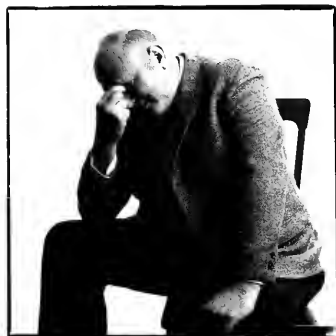
Bethel was based on "an old woman who had the happiest marriage I think I've ever known," says Dr. Ball, "although she never legally married. A lot of old women in Appalachia had common-law marriages because they hated laws and they hated the State and they didn't have money."

Sometimes the names of the characters evolve from those of real people. Ruth O'Quin, the heroine of "What's in the Woods for Pretty Bird," has her name in common with the three blind O'Quin sisters in Dr. Ball's community.

"The life he writes about is hard and it rubs people raw," says Steve Guthrie. "He doesn't spare his readers that, but that's fair, because you get the feeling he hasn't spared the writer much either."

Light years away from the genteel aura that Agnes Scott exudes, Bo Ball's background has more in common with country singers Loretta Lynn or Hank Williams than with writers Sherwood Anderson or Flannery O'Connor, two of the professor's favorites.

"Our father was in an accident and couldn't work," he recalls. "So our mother and older brothers and sisters had to farm and work. There were ten children in all."



**"The life he writes
about rubs people raw.
He doesn't spare his
readers that. But that's fair,
because you get the
feeling he hasn't spared
the writer either."**

Their next to youngest child, Bo (the youngest died shortly after birth), was named for his grandfather, Bonaparte Washington Ball. The Balls lived in a small community, Council, in the westernmost tip of Virginia, a coal-mining region. Only I've Compton's store and the post office put the tiny cluster of houses on the map.

The Depression was in its final stages and the war machine in Europe gearing up when Bo Ball was born in 1937. Although historians commonly credit this country's entry into the war

with ending the Depression, it lingered in Appalachia. "We did not have electricity until 1949. The mines started unionizing in the late forties and people started making some money," Dr. Ball recalls.

Dr. Ball remembers his father being ambitious for his children — six of them attended college. "He wanted me to be a lawyer," Dr. Ball says, chuckling at the thought. "It is the last thing I can imagine myself doing."

His father passed on to young Bo a love of reading. Saturdays brought an adventure-filled ride on a creaky

bus down the mountain to Haysi, a frontier town where on weekends, as Dr. Ball notes, "miners came to get over what they'd just been through and to build up numbness for what was coming on."

He would wait in line to see a B-movie in the only theater, but the main reason for going to town was to get a book for Sunday reading: "A new Signet of Erskine Caldwell . . . meant a perfect Sabbath reading in bed, when work — the adult purpose in life — suddenly became a sin sharp as Sunday scissors."

For good measure, a *Look* magazine subscription in his deceased grandfather's name provided Bonaparte II with years of reading pleasure.

The most prominent influence as far as higher education was his mother's brother. This uncle died just before an exhibition of his paintings was to open in Brooklyn, N.Y., and the works were shipped to the family back in Virginia.

"We always had his paintings as inspiration," Dr. Ball says. "He was the first person to get a master's degree in the county and the first to make Phi Beta Kappa."

Bo

Ball soon became another of Buchanan County's Phi Beta Kappa graduates. He attended the University of Virginia, graduating as a junior. He received a master's degree from Duke University in 1960. His vita lists DuPont, Kentucky Research and Haggan fellowships as well as the prestigious Woodrow Wilson Fellowship, which he used to attend Duke University. "I was rich as a graduate student," he smiles, "much richer than I was as a teacher."

He taught at a private secondary school and at Eastern Kentucky University before coming to Agnes

Scott in 1968.

Bo Ball actually planned another career. Perhaps because he yearned to see beyond the mountain, he initially dreamed of the foreign service.

"I took one course from an Iranian professor," he says, "and his graphic descriptions of poverty in the Middle East drove me away from international relations." After growing up in the midst of Appalachia's stark poverty, "I couldn't take it any more," he admits.

Writing was something he always wanted to do. "The impetus was the demand from Professor Trotter (English, 1944-77), who used to teach the poetry classes. She told me that if I wanted to teach story writing I should write," Dr. Ball says.

"She was genuinely surprised when I gave her one of my first stories, shortly before her death. I don't believe she felt I could carry it off. She was very much touched."

Once he started writing short fiction, Bo Ball fairly leaped out of the starting gate.

Best Short Stories of 1977 listed one of his stories for distinction. The editors followed suit in 1980 as well. He was nominated for the Pushcart Prize in 1981, 1983 and 1984, and won in 1980 and 1986.

All this might make his craft seem deceptively easy. Quite the opposite. He labors over his work, sometimes taking years to complete a single piece. "My fiction is not easily written," he wrote to Agnes Scott's Committee on Professional Development in his quest for a 1990 sabbatical. "I approach it as poetry. It has to sound right. Syllables have to be in place."

"I would take every sentence of the manuscripts, test them, change them, throw them away, write new ones."

Former student Jane Zanca thinks the key to Dr. Ball's success is diligence. "He is so creative that on his

last sabbatical, he had two typewriters and he was going to work on one with this thing and one with another and switch back and forth between the two," she says, incredulously.

"A lot of us might have started out with that intention and ended up reading good books and watching soap operas."

Dr. Ball confirms that "writing is easy to put off. It's not a natural endeavor. It's frightening."

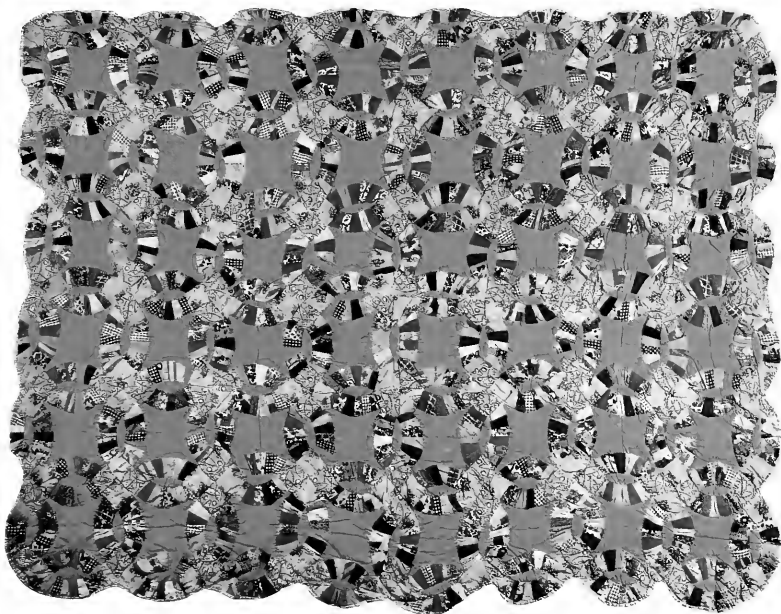
Maybe this is why, as a rule, Dr. Ball treats his creative-writing students more gingerly than he does his first-year English or Shakespeare students. He knows the difficulty of their job.

"I accomplish more with the writing student than I do with freshman English," he states, matter-of-factly. "I think the built-in guarantee of teacher-student contact is the reason. We can't do that with every course. If we did, we certainly wouldn't have time for anything else."

Bo Ball champions young writers. He oversaw the revival of the Agnes Scott Writers' Festival in 1973 and now acts as one of its sponsors. "Bo is anxious for students' work to be the main impetus for the Writers' Festival," says Dr. Hubert, chair of the English department. "He goes to great lengths reading and critiquing their work."

"I have no doubt that if Bo thought he had a student deserving of it, he would personally take her or him to the hallowed corridors of Prentice Hall," she adds.

As for his student writers, Dr. Ball sees one obstacle standing in the way of an illustrious publishing contract. "I have students who are as talented as I am and probably will go much further than I, but the one test is plot," he says. "It is the hardest thing for students to build that beginning and think of that middle and ponder that end."



**A final gift from Bo
Ball's mother, this quilt
adorns the dust jacket of
Appalachian Patterns.**

"A part of their difficulty is revision," he explains. "They don't have time to go back and make the beginning important to the middle, important to the end."

In a small classroom on Buttrick Hall's ground level, Bo Ball teaches his other great passion, Shakespeare. On a cool September morning he performs for his students, trying to incite in them an enthusiasm similar to his own. Many times during class he interrupts himself, pausing to offer some aside.

He asks a student to read with

him a passage from *A Midsummer Night's Dream*. In it, two lovers talk in the woods. While the student reads dispassionately, almost monotonously, Dr. Ball's voice tremors with the breathlessness only a true Shakespearean love could inspire. It rises and falls like a melody.

"It is fun," he says, "when you see a student discover something in a text — it's a breakthrough."

And to that end, to creating an environment in which breakthroughs can occur in each student, and the language and the stories become

living things not just for a semester but for always, Bo Ball is committed.

So he reads Shakespeare emotionally and jumps on desks and disappears after lectures and demands his students perform.

"Bo doesn't march to any drummers with the rest of us here," explains Jane Zanca. "He's got his own sense of rhythm."

If you read between the lines, you may hear it in the sounds of misty country mornings and buses barreling down mountain tops. ♦

Old-fashioned, new events delight at Centennial Kickoff

Agnes Scott planned a birthday party so big for itself, that it had to start the celebration a year early.

The College officially reaches 100 on Sept. 24, 1989. But that did not stop organizers of the Centennial Celebration. Beginning with a convocation including emeriti faculty and administrators and featuring the first official appearance by Distinguished Centennial Lecturer Rosalynn Carter, the College community was feted the entire weekend of Sept. 23 with parties and other celebratory activities.

Thrown in for good measure were both Invetiture and Alumnae Leadership Conference, making those occasions even more memorable for participants.

The campus was dressed for the party in festive fall colors. Banners of rich purple, green and gold hung from lamp posts; luncheon tables sported wicker baskets filled with shiny green apples and decorated with purple ribbon.

Guests ambled out to lunch on the Woodruff Quadrangle to the sound of bagpipes. The same bagpiper provided a processional fanfare for the convocation.

One former faculty member was heard to remark, "This was the most like an old-fashioned Agnes Scott day."

That evening Joyce Carol Oates gave a talk on "The Life of the Writer, The Life



Georgia bagpiper, John Recknagel, helped celebrate the Centennial

of the Career," peppered with dry wit and plenty of asides from her twenty-plus year career.

"If there is to be a life of the writer, it is firmly rooted in play and fantasy and supreme purposelessness," she told her audience. "The career is a public image. The life of the writer is a work-a-day image."

The next evening the same stage in Presser was given over to another sort of playfulness. The Capitol Steps entertained an audience primed by a champagne and dessert party on the Quadrangle before their performance. The audience, however, was not too satiated to enjoy their entertainment.

Essentially a cabaret act, the group cleverly disguises

well-known songs by altering the lyrics. For example, John Denver's paean to country living becomes "Thank God I'm a Contra Boy." Now regulars on National Public Radio, the Capitol Steps evolved from a Christmas party in former Illinois Senator Charles Percy's office six years ago. "And like many things on Capitol Hill," said their emcee, "they've spun completely out of control."

The weekend closed with a Sunday morning worship service in Gaines Chapel in which alumnae ordained ministers participated as did the Agnes Scott and Georgia Tech glee clubs. Dr. Isabel Rogers, professor of applied Christianity at the Presbyterian School of Christian Education, gave the morning's sermon.

Art and insight gifts to community during Centennial

In a twist on tradition, Agnes Scott College celebrates its birthday, but it is the party guests who get the gifts.

A corporate gift made it possible for faculty, staff and students to attend Atlanta's High Museum of Art free on Wednesday nights.

The College will provide bookmarks and poster-calendars free of charge also, but for those who want a little something extra, there will be Centennial watches, Centennial yard signs and other premiums available through the Office of Alumnae Affairs.

For gifts of the more esoteric variety, there will be speeches and lectures by a variety of notables, including *Boston Globe*-syndicated columnist and Pulitzer Prize winner Ellen Goodman to wrap up the celebration next fall.

In between, the values-symposium will boast such names as Martin Marty of the University of Chicago and Harvard University's Robert Coles, among others.

A series of Distinguished Alumnae lectures will dot the schedule throughout the year, and spring will bloom with a weeklong festival of the arts.

For those planning to attend Alumnae Weekend this year, says Carolyn Wynens, director of the Centennial Celebration, "It is destined to be the biggest and best ever."

Leadership conference proves 'much to offer' at ASC

"If it were possible to begin life over again," says Elsie West Duval '38, enthusiastically, "this would still be my choice for college."

Elsie Duval and others attending Alumnae Leadership Conference this year found much to celebrate in Agnes Scott. In addition to the conference, the College was kicking off its yearlong Centennial Celebration and hosting senior parents for Investiture Weekend.

The conference began with a Friday afternoon garden party for seniors and their parents.

At that evening's opening session, senior Allison Adams gave a presentation on the Centennial Oral

History Project. From Rabun Gap, Ga., her previous experience with the Foxfire Project served her in good stead as she interviewed over fifty alumnae and retired faculty this summer.

Dean of the College Ellen Wood Hall '67 related developments in the College's academic program. The academic computer program, new science equipment and writing workshop, and the Kresge challenge grant for the fine arts, among others, keep her and her staff busy.

On Saturday, the program moved to the Wallace M. Alston Campus Center, where many alumnae saw for the first time the "new" old gym. There, President Schmidt, Assistant Professor of Theatre and Centennial Celebration Co-Chair Becky Prophet and Centennial

Campaign Co-Chairs Mary and Larry Gellerstedt gave progress reports on the Centennial Campaign and Celebration.

A Saturday luncheon honored past presidents of the Alumnae Association. In keeping with the Centennial spirit, each shared anecdotes about her tenure.

Conference participants had fun, but they also buckled down for serious work. There were five simultaneous workshops for class officers, club officers, alumnae admissions reps, fund chairs and career planning volunteers. Participants learned the nuts and bolts of their areas and how they fit into the total picture, ready to take their newfound expertise back home. — Lucia Howard Sizemore '65

Journey of Czars views Russia before the Revolution

Ever had a hankering to see the pre-Revolutionary Russia immortalized in the movies *Nicholas and Alexandra* and *Dr. Zhivago*? Agnes Scott's Alumnae Office is offering a



ANDREW W. M. BEERLE

trip to the Soviet Union called "Journey of the Czars" that features excursions to Moscow and Leningrad and a cruise up the Volga River.

Highlights include three nights in Moscow; a tour of the Kremlin; a six-night cruise aboard the *M.S. Alexander Pushkin*, which disembarks at Devushkin Island, Togliatti, Ulyanovsk and Kazan; and three nights in Leningrad, home to the czar's Winter Palace (now the Hermitage Museum); and much more.

All transportation, hotels, meals, sight-seeing and special events are included in the package. The tour leaves from New York on June 30, 1989. Prices begin at \$2899 per person, based on double occupancy.

For more information, contact Agnes Scott College Alumnae Office, 133 South Candler, Decatur, Ga., 30030, or call (404) 371-6325.



Alumnae leaders join in celebration festivities before buckling down to Saturday's workload.

C E N T E N N I A L

A G N E S S C O



DEC. 7 - Agnes Scott College
MAY 20 Exhibit—
Atlanta Historical Society

JAN. 24 8:15 p.m.
Eugene Istomin, Pianist
Gaines Auditorium,
Presser Hall

JAN. 25 10:25 a.m.
Distinguished Alumnae
Lecture Series
Dr. Frances E. Anderson '63
Professor of Art,
Florida State University
Gaines Auditorium,
Presser Hall

JAN. 29 - Invitational Art Exhibit
FEB. 25 Drawing and Printmaking
Artists: Pam Longobardi,
Ann Lindell, Joe Sanders

JAN. 29 2:00-4:30 p.m.
Opening Reception
(Calvert Johnson and friends
perform a program of
chamber music
with harpsichord)
Opens newly renovated
Dalton Gallery,
Dana Fine Arts Building

FEB. 9, 8:15 p.m.
10,11 Agnes Scott Blackfriars
16,17 Theatre Production
18 "The Dining Room"
Winter Theatre, Dana Fine
Arts Building

FEB. 22, Symposium "Values For
23, 24 Tomorrow: How
Shall We Live?"

FEB. 22 10:45 a.m.
Founder's Day Convocation
— Keynote Address —
Dr. Martin Marty,
Fairfax M. Cone
Distinguished Service
Professor and Professor of the
History of Modern
Christianity,
University of Chicago
Gaines Auditorium,
Presser Hall

1:30 p.m.
Excerpts from "Out of Our
Father's House" and
"Personal Reflections on the
Transmission of Values
for Women," Rosalynn
Carter, Distinguished
Centennial Lecturer

FEB. 22 3:00 p.m.
Continued Symposium Panel Discussion
— "How Values Are Trans-
mitted To Women Today"
Panelists: Anita Pampusch,
President, College of St.
Catherine, and Chair,
Women's College Coalition;
Johanna Cole, President,
Spelman College; Linda
Lorimer, President,
Randolph-Macon Woman's
College
Moderator: Ruth Schmidt
Gaines Auditorium,
Presser Hall

FEB. 23 3:30 p.m.
Values in Education Panel
Discussion
Sergio Munoz, Executive
Editor, La Opinion; Michael
Novak, Resident Scholar
and Director of Social and
Political Studies, American
Enterprise Institute; Gavle
Pemberton, Director of
Minority Affairs, Bowdoin
College; Jerome Harris,
Superintendent of Atlanta
City Schools
Moderator: Ellen Hall
Gaines Auditorium,
Presser Hall

CELEBRATION

T C O L L E G E



EB. 23
continued

7:30 p.m.
Robert Coles, Professor of
Psychiatry in Medical
Humanities,
Harvard University
Gaines Auditorium,
Presser Hall

EB. 24

10:45 a.m.
Convocation, "Business
and Ethics: Are They
Compatible?"
Gaines Auditorium,
Presser Hall

12:00 p.m.
Case Study Workshop —
Business Ethics
Gaines Auditorium,
Presser Hall

7:00 p.m.
Closing Session
Dr. Rosabeth Kanter,
Professor, Harvard University
Business School
and **Dr. Barry Stein**,
President of Goodmeasure,
Inc., a management
consulting firm

EB. 28

8:15 p.m.
Faculty Voice Recital
Rowena Renn, soprano
Presser Hall

MARCH 2 8:15 p.m.
Dolphin Club Water Show
Robert W. Woodruff Physical
Activities Building

MARCH 3, 4, 5 Sophomore Parents
Weekend

**MARCH 5-
APRIL 9** Art Exhibit
"Art of Asking," photo-
graphic exhibition
documenting traditional
devotional arts of Catholic
Texas Mexicans

MARCH 5 2:00-4:30 p.m.
Opening Reception
Dalton Gallery, Dana Fine
Arts Building

MARCH 7 8:15 p.m.
Student Music Recital
Anita Pressley, Laura Brown,
Julie DeLeon, Deborah
Manigault
Maclean Auditorium,
Presser Hall

MARCH 9 8:15 p.m.
**The Nina Wiener Dance
Company**
Gaines Auditorium,
Presser Hall

To reserve theatre tickets, call 371-6248.
For tickets to other events, call 371-6430.

Dalton Gallery hours are Monday through
Friday, 9 a.m. to 9 p.m., Saturday and
Sunday, 1 to 5 p.m.

The Atlanta Historical Society is open
Monday through Saturday from 9 a.m. to
5:30 p.m. and Sunday from 12 to 5 p.m.

Please arrive early for events to be directed
to available parking. Handicapped access is
available.

Events for speakers subject to change due to
circumstances beyond the College's control.
For general information concerning the
activities, call the Centennial Celebration
office, 371-6326.

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Holiday Lights
Page 6





For the first time, the Council for the Advancement and Support of Education has honored Agnes Scott College's Alumnae Magazine with one of three gold medals for overall excellence in college magazines. The competition included entries from colleges and divisions of universities throughout the country.

The magazine also won honors for cover design. The Winter 1988 issue, featuring a hand-tinted archival photograph of Appalachia set on a black background, won a gold medal for cover design. The Spring 1988 issue with artist Theo Rudnak's illustration on women in science earned a bronze medal.

An article on Professor Bo Ball, also in the Winter 1988 issue, won a silver medal for David Guggenheim's photography and for overall feature presentation.

CASE also honored Agnes Scott's total publications program with a gold medal, making this the first year the college has won top honors for the magazine and the publications program.

I especially want to thank Stacey Noiles, managing editor, and P. Michael Melia and Mark Steingruber, who art direct and design the magazine. The magazine taps, challenges and sometimes frazzles all of our skills and patience as we work together to create each issue.

It is often in the midst of frustration that some of our best ideas emerge, if we recognize them. In working on the last issue, we decided to use a cover photo showing a coal miner coming home to his family. Artist Julia



Mueller-Brown duplicated the photograph, printed it on water-color paper, then hand-tinted the photo to give it more life-like tones. But the coloring was so delicate that all of the background colors we considered seemed overpowering.

The designers suggested a black background, but a solid black ink seldom prints well over areas as large as our cover and back cover. Then Mike Melia tried using photographs of black paper or black fabric, hoping a more textured image would allow enough variation in the black tones. Neither option worked.

Meanwhile, the rest of the magazine was nearly ready for press. One night, about three days before

we were scheduled to hand over the publication to the printer, I dreamed we photographed a bed of coal. The next day, I mentioned the idea to Stacey Noiles, but I hesitated to suggest it to the designers.

Mike Melia called the following morning. "I've got the solution to the cover," he said excitedly. "Let's shoot a bed of coal. There's a photographer who lives in our building who has just done an industrial shoot. He has the coal in his studio, and he can have the photo done in an hour."

We felt it was our best cover yet, and we were gratified to see it win a gold medal. This issue has no strange stories to go with it, but we hope you enjoy it anyway.

—Lynn Donham

Editor: Lynn Donham, **Managing Editor:** Stacey Noiles, **Art Director:** P. Michael Melia, **Editorial Assistant:** Angelie Altord
Student Assistants: Allena Bowen '90, Michelle Cook '91, Lousa Parker '89, **Editorial Advisory Board:** George Brown,
 Ayse Ilgaz Carden '66, Christine Cozzens, Susan Ketchum Edgerton '70, Karen Green '86, Steven Guthrie, Bonnie Brown Johnson '72,
 Randy Jones '70, Elizabeth Hallman Smitzer '85, Tish Young McCutchen '73, Becky Prophet, Dudley Sanders,
 Edmund Sheehy, Lucia Howard Sizemore '65,

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About the artwork: These illustrations and photographs were provided by the artists represented by Alexander Pollard. David Guggenheim photographed the international students, Emily Burnett created the collage of items from academic life, and Cheryl Cooper painted the portrait of Professor Miriam Drucker and the cover illustration.

In an issue of the alumnae magazine that stresses "Getting It Write" and (on page 14) *accurate and careful* writing, I would think that you would take special pains to insure [sic] "careful accuracy."

Consequently, I call your attention on page five (lower right) to a non-existent adverb, "contently," which should be "contentedly;" and (on page 14) a few lines above the discussion of "accurate and careful writing" the misspelled word, "grammer."

Shirley Christian Ledgerwood '36
Palo Alto, Calif.

We obviously "got it wrong" in those two instances. Would you believe us if we said we were testing our readers?

Susan Medlock's interesting article, "Getting It Write," quotes advice said to be given by William Faulkner to a class in writing at the University of Mississippi.

John P. Marquand, in the foreword to his book, *Thirty Years*, attributes to Sinclair Lewis a quite similar admonition to students at Columbia University.

I don't know which statement is accurate. Perhaps both are apocryphal.

By the way, in Marquand's version of the incident, Mr. Lewis did not find it necessary to punctuate his advice with profanity.

Mary Frances Guthrie Brooks '39
Cape Elizabeth, Me.

I thought the article "Questions of Value" in the recent alumnae magazine was particularly interesting and well-written, but I was sorely disappointed that Dr. Brueggemann's name was misspelled.

Jo Hinchey Williams '55
Houston, Texas

My compliments and deepest gratitude to the alumnae magazine staff for the Winter 1988 issue. It was a beautiful contribution to my holiday reading. I

Continued on Page 5

Cover artwork is an oil painting of spring on the Agnes Scott campus.

Agnes Scott Alumnae Magazine

AGNES SCOTT

Spring 1989 Volume 67, Number 1

Page 8

Reflections on Academic Life



As Dean of the College Ellen Hall heads for the presidency of Converse College, she writes on the life of teaching.

Page 16

A Mandate for the Twenty-First Century



In the heady celebration of Agnes Scott's first century, Ruth Schmidt shares her vision for the next.

Page 18

The Student Teacher



Through every conversation, in every class, Dr. Miriam Drucker teaches her students for life.

Page 22

The Ambassadors of Agnes Scott



The international students on campus spend a lot of time learning about the U.S. This article turns the spotlight on them.

Page 4
Lifestyles

Page 30
Finale

Faith seeds second career in Africa as nurse missionary

Mary Aichel Samford '49 and her husband, Chuck, were taking Arabic at Emory University in preparation for their mission work in Sudan. When a Presbyterian church official called with a change of plans, Mary Samford's reaction was characteristically enthusiastic: "They asked if we would like to go to Malawi instead of Sudan. I said, 'We'd love to go to Malawi! — where is it?'"

Malawi, they learned, is in central Africa, north of Mozambique. From 1979 to 1988, it was home for Mary and Chuck Samford.

They left Malawi when Chuck Samford retired at sixty-five. Back in their home in Decatur, Ga., they spend their time making plans for speeches and presentations to church groups; catching up with family and friends; and savoring memories of their years in Malawi, "the warm heart of Africa," Mrs. Samford says.

After earning her degree in Bible at Agnes Scott, Mrs. Samford taught in Jacksonville, Fla., for two years. When she and Chuck married, she devoted her energies to rearing a family. She returned to the classroom in the late 1960s, teaching Bible studies in four different schools in the Jacksonville area. "I covered about forty miles each day," she recalls. "I was a sort of circuit rider."

She continued to teach in Jacksonville "until we really felt led to get into mission work. Without ever talking about it with each other, we both had a feeling for Africa."

Mrs. Samford runs a freckled hand through her short, white hair as she recalls their decision to seek missionary appointment in Africa. "Chuck read some ads about the need for hydraulic engineers in Madagascar. He only had his bachelor's degree in civil engineering, and one day he said to me, 'What would you think if I went back to school?' I said, 'gulp.' We had two boys in college and one in high school. Our daughter (Margaret Samford Day '75) was already married."

After that initial hesitation, she moved forward



Mary Aichel Samford: A commitment to nursing the hurts of Africa's children

"THERE IS A PRIDE
IN DEVELOPING
COUNTRIES. THEY
WANT PEOPLE TO
HAVE SOMETHING
TO SHARE."

with zeal. In 1976, the Samfords sold their Jacksonville home and moved to Atlanta. Her husband returned to Georgia Tech to work on a master's in hydraulic engineering.

Mrs. Samford, meanwhile, decided that "it would be advantageous for me to have something more than just Bible. There is a certain pride in these developing countries. They want people to have something to share," she says, her gestures punctuating her statements. "And I'd always been interested in nursing."

So, while her husband attended Tech, she began the two-year course of study—at age 49—that would earn her a bachelor of science in nursing from Emory.

Obtaining the license necessary to use her nursing



Children playing in a rippling stream present an almost idyllic picture. But as a nurse in Africa, Mary Samford found such beauty deceptive: diseases carried in stream waters caused many illnesses.



Some of Mrs. Samford's most cherished memories are of the pediatrics ward. "The kids sure made it all worthwhile."

skills in Malawi proved difficult. "When I applied," she says, "I didn't realize that the rules required you to have three years of nursing school. They said, 'Sorry, you don't qualify.'" She leans forward, hand on her forehead, and groans, "Ohhhh! All that work. I couldn't believe it."

She refused to accept it. She explained to officials that she had, in fact, had six years of college training, twice as much as required. The result: a provisional license; one month's work in the local hospital and Mary Samford was duly licensed as a nurse in Malawi.

During the eight and a half years she and Chuck lived in Malawi, he helped solve water problems, offering his services to all Christian missions, not just Presbyterian ones. His work took him on trips into the interior. "Occasionally I got



While a missionary nurse, Mrs. Samford started a blood-mobile and blood bank.



to go with him. I loved going out into the country, really out," Mrs. Samford says. But her own work often kept her at home. She made good use of the nursing skills she worked so hard to obtain. She helped establish a successful blood bank—the first in the country. But

memory of her work on the hospital's pediatrics ward brings a special glow to her face and the sheen of tears to her eyes.

"So many of the kids were in there such a long time, weeks—months. For TB. Broken limbs. And polio. . . ." Her hands are momentarily still, her eyes focused on the past. "They still have polio. . . . And burns." Her quick intake of breath accentuates the tragedies she has seen. "Mothers cook over charcoal fires and leave the kids unattended. The burns are horrible."

Mary Samford is lost for a few seconds in unspoken memories. With a bitter-sweet smile she returns to the present. "The kids sure made it all worthwhile." —
A.R. Gibbons

A.R. Gibbons is an Atlanta free-lance writer.

Letters

Continued from page 3

especially enjoyed the Professor Ball portrait and "Questions of Value." These two articles renewed my pleasure in having received a liberal arts education at Agnes Scott. I commend my alma mater.

*Emily Moore '80
Tallahassee, Fla.*

In the Spring 1988 issue of the magazine, Sheryl A. Rochl makes quite a point in her article, "Subtle Strength," that the Rev. Joanna Adams is the first non-alumna woman to serve as a trustee of Agnes Scott College. This is not true; the first non-alumna woman was elected to the board on Oct. 17, 1917!

Check Dr. McNair's history of the College. On pages 56-57 and 360, you'll find that one of the first three women elected to the board was a non-alumna, Mildred McPheeters Inman. She served on the board until her death in 1947 and was vice-chairman for over twenty of those years.

While I'm delighted with Ms. Adams' election to the board, I think that a non-alumna woman who served as a trustee for thirty years deserves not to be overlooked as the current board and administration pat themselves on the back for an action which was actually taken over seventy years ago!

*Sam M. Inman
Greenville, S.C.*

Air controller flies to job freedom, new experiences

For Lu Ann Ferguson, career aspirations had nothing to do with the psychology degree she received in 1982. "Psychology was just a nice subject to study. It was very interesting and all. But I knew I didn't want to be the next college psychology professor," the 29-year-old Franklin, Ky., native concedes.

"After I got out of school, I waited tables and worked a hotel registration desk," she recalls.

Air traffic control was then a highly publicized job because of the strike by Professional Air Traffic Controllers Organizations, which eventually led to 1,400 federal employees being fired.

Ms. Ferguson remembers, "That was in the news all the time. I said, 'That would be something I could do.'"

It's the job she has been doing for almost six years. She and her husband of four years—Randal Johns, also an air traffic controller—work at the Fort Worth Air Traffic Control Center in Euless, Texas.

Among other tasks, her job is to monitor airplane flights on radar. She keeps radio contact with the pilots after they leave an airport until they approach another facility or leave the region. The building where she and other controllers work has no windows. Light interferes with visibility on the radar screen. But these people are,

in a sense, eyes for the pilots.

"The pilots can't see very far outside the cockpit. If they are in the clouds, they can't see at all. They rely on us to get them on the ground," says Ms. Ferguson.

Working near the Dallas-Fort Worth airport, the world's fourth-busiest, keeps Ms. Ferguson moving at a rapid pace. The federal facility covers portions of Texas, New Mexico, Oklahoma, Arkansas and Louisiana. She is responsible for air traffic in the Central Texas area.

"You can't do it all yourself if you are very busy," she says. "You need a helper who does the paper work. In this area, you usually don't work more than 15 [planes]. And with that, you are busy."

She enjoys her job

because it offers a different experience each day and gives her the freedom to do what she was trained for. She's not constantly reporting to a supervisor, she says. "I've been trained. I use my judgment. I don't have to deal with the higher-ups unless I screw up."

Although no planes have had serious trouble in her

"I'VE BEEN
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UP."

territory, Ms. Ferguson recalls she was shaken when a military jet carrying a flight instructor and a student pilot crashed after leaving her region. "I thought, 'I was just talking to them, and now they are dead.'"

The Dallas-Fort Worth Airport has been the location of two airplane disasters in recent years. In August 1988, 14 of the 108 people aboard Delta Air Lines Flight 1141 were killed upon takeoff. On Aug. 2, 1985, a Delta jumbo jet crashed on approach, killing 137 people.

Evidence from the 1985 crash suggested that an air traffic controller warned the pilot against flying into thundercloud lightning. It was Ms. Ferguson's husband who told the pilot to take



Freedom coupled with responsibility makes air traffic controller a perfect career for Lu Ann Ferguson.

another route. The pilot flew into the storm anyway, she says.

"Randal felt really bad about that for days. I had to convince him that it wasn't his fault," she recalls.

Ms. Ferguson confesses that her initial contact with federal officials is a mystery. Without applying, she and three other students in her class received an application for the controller position in the mail after graduation. She passed the examination in July 1982 and was hired in February 1983.

After a three-month screening program, she was transferred to the facility in Euless for a three-and-a-half-year training period. The Euless facility has separate responsibilities from the D-FW airport towers, but both work to keep the airways safe.

Ms. Ferguson begins monitoring a plane's flight when it is 40 miles from the Dallas-Fort Worth airport. She also monitors incoming planes. She keeps the planes at a minimum lateral separation of five miles. In addition, she tells pilots what speed to travel so that distance will remain constant.

"Rarely do you work two hours without a break," Ferguson says. "If you sit there and you look at a green scope [for too long] your eyes start to glaze over."—David Ellison

Houston writer David Ellison last wrote a feature on Margaret Beain for the Spring '88 AGNES SCOTT MAGAZINE

Learning to learn helps bring corporate success

As executive vice president, corporate secretary and general counsel of Bancorporation, a Birmingham, Ala., bank holding company, Maria Bouchelle Campbell '63 rarely neglects to read both the bold and the fine print.

As general counsel, Ms. Campbell heads the firm's legal department, composed of nine lawyers and support staff. As corporate secretary, she is custodian of corporate records and preparer of proxy statements. As executive vice president, which she calls a "wonderful extra-added attraction," she is a member of the company's executive committee, which sets policy.

It is rare to find a woman holding this three-tiered position.

Since leaving Agnes Scott in 1963, Ms. Campbell has hopped from her way through the University of Georgia's law school, a private practice in tax and corporate law, and escalating jobs at Bancorporation.

A bank holding company owns banks and other bank-related businesses. Bancorporation owned some 20 Alabama banks until last year, when the separate institutions merged to become AmSouth. Bancorporation also owns one bank in Florida.

During her three years at Agnes Scott, Ms. Campbell was a French major with dreams of studying at the



Maria Bouchelle Campbell: a rare three-tiered job for a woman in corporate business

Sorbonne and eventually working at the United Nations. But finances forced her to consider another career option—law.

To qualify for an accelerated honors program in law at the University of Georgia, Ms. Campbell left Agnes Scott, before receiving her degree, to establish a one-year residency requirement in Athens.

Ms. Campbell considers her liberal arts education at Agnes Scott an excellent foundation for executive decision-making. In fact, two-thirds of the Bancorporation's top 20 officers have liberal arts backgrounds.

"The ability to learn—to read, analyze, think, ask questions, to relate one subject to another—is something for which I give Agnes Scott a lot of credit," says Ms. Campbell.

She also credits Agnes Scott with reinforcing the

belief her family gave her: that women can succeed at anything.

"Scott was an intellectually challenging place and an exciting place to see women darn near doing everything," she says.

While Ms. Campbell found the intellectual experience challenging, social life on campus during the sixties was too repressive. Students were required to double date and drinking was prohibited—even in the company of one's parents at home.

"That's unrealistic," she says. "Life is not that way . . . having someone looking over your shoulder so you will not make the wrong choice."

She is pleased to hear that quite a bit has changed socially at Agnes Scott in the intervening 25 years.

Aside from her corporate responsibilities, Ms. Campbell is incoming president of the Children's Aid Society, an organization that meets the special needs of families with children in a five-county area of north central Alabama. She has been a member of the society for 15 years.

As Ms. Campbell looks to the future, she anticipates challenges both professional and personal. "The banking industry is continuing to change and evolve. My challenge is to stay on top of that and help our institution to meet those challenges."—

Gale Horton

Gale Horton is an Atlanta free-lance writer.

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As she moves to greater challenges in
higher education, Ellen Hall — soon presi-
dent of Converse College — muses on the
labor of love that is academia.

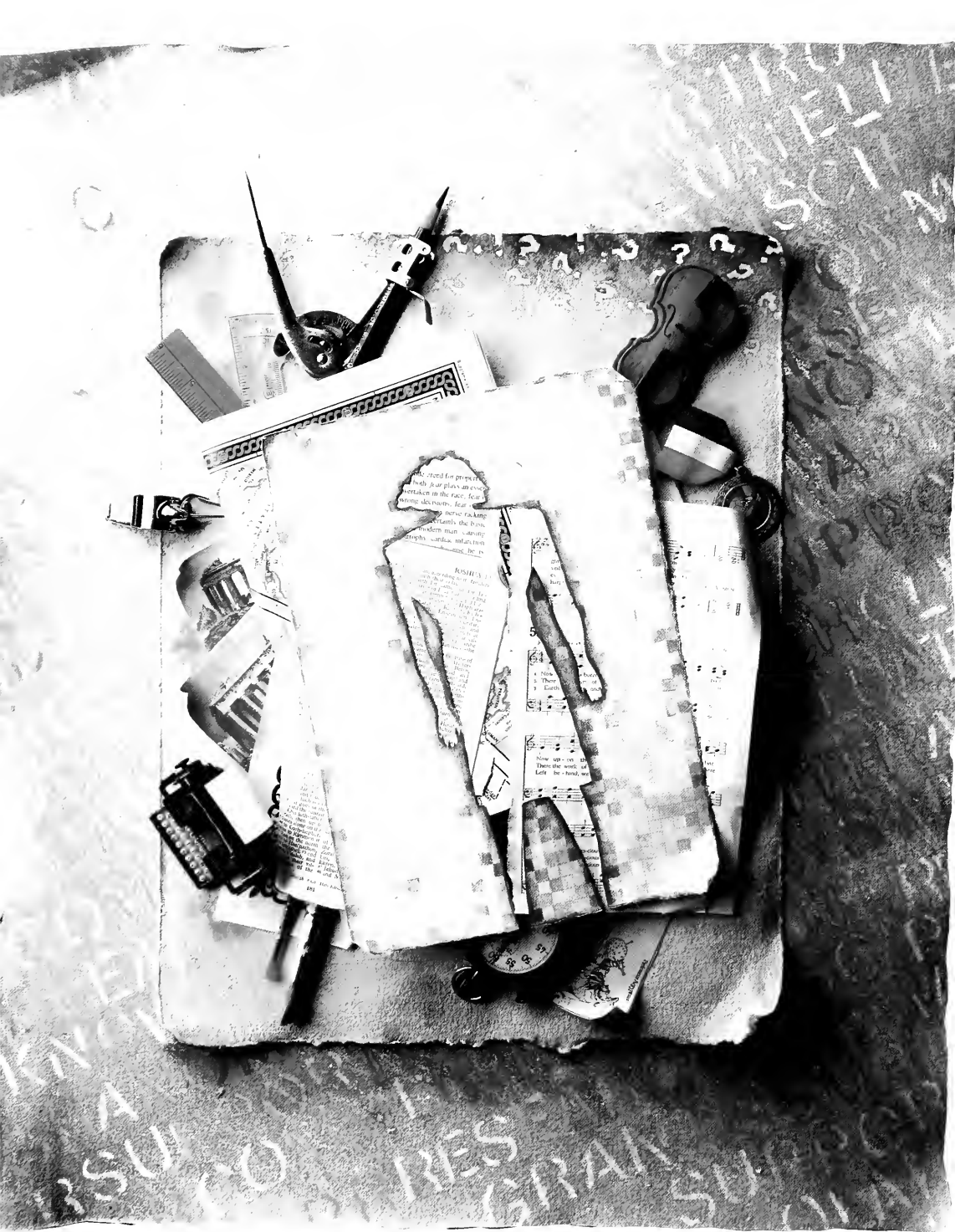
R

EFLECTIONS ON ACADEMIC LIFE

ON BECOMING DEAN



I became a dean at a liberal
arts college for one reason: I had been
a faculty member at one, Westminster
College in Pennsylvania. My love for the academic
life in the liberal arts college was, and is, deep.



Working with human beings one-on-one is a key to much human success, and certainly is the heart of the liberal arts college. My own field of literary criticism gives me a thrill, as does an elegant demonstration in physics.

All the same, my life as a faculty member was often tough and lonely.

Even though my colleagues were helpful, I often felt that I was hanging out there by myself, without anyone caring or thinking that I was making a difference.

On one occasion, I bought my own computer and worked so hard on one institutional grant proposal that I swore I would never do it again. My administrators were supportive, and ultimately responded to my needs, but I was still out there by myself. At the time I never realized that my academic training—and my colleagues'—might be at odds with my task, or that I myself might be at fault, or that the dean had too much work and too many people reporting to him.

So, in the tradition of liberal arts colleges, I decided a job needed to be done. Things become possible in liberal arts colleges because everyone pitches in and does some part of every job. I would become a dean because faculty life needed support, teamwork, and some sense that we were all in this together. I called it "institutional thinking." Academic administration should be the "art of the possible" for everyone.

After I came to Agnes Scott as a dean, I discovered another factor in the equation of academic cooperation. Graduate schools train students to work alone and to be self-sufficient. Once they become professors, they often do not know how—nor do they care—to work with others. For so many years they have fine-tuned their skills to become independent, original scholars. Some, when they come to a liberal arts college, feel diminished because they are not original scholars in research universities. They resist endeavors that require teamwork. They cannot understand that in the liberal arts college, working together is as important as working alone.

One is never bored in the liberal arts college; tired, yes, but not bored.



ON GRANTS & THE TEACHING PROCESS

Professors Sandra Bowden and Patricia White were already in the grace period, the single extra day the National Science Foundation had given them, the day when twenty copies of the \$125,400 proposal had to be postmarked. It was 7:55 p.m. Federal Express offices, seven miles away, would close at 8:30. Ruby Perry-Adams, coordinator for Office Services, helped in the hurry to get the 55-page proposal together.

This area of research was new for the two biology professors, but this was their second big collaborative proposal this year. For three months they had read and pondered, written and revised.

Although faculty members discuss their ideas with the dean and other officers, each officer must give approval from the academic, budgetary and development points of view. Does the project fit within the academic program of the College? Does it have a sound budget? Is it appropriate to seek funds from this agency or foundation? The president's signature indicates the College's commitment to the project.

Finally, all was ready. At 8:00 p.m. the professors jumped into the car and headed for Federal Express. They caught every red light. At 8:26, the two professors handed the giant package to the patient delivery agent, who whisked it away to the National Science Foundation in Washington.

Why bother? Why push so hard on a research proposal? Isn't faculty life about teaching? Shouldn't faculty prepare for class and interact with students?

Often we in the academic professions ask ourselves these questions. For me, academic life is about learning. Most of us chose to teach because learning gives us a thrill. I learn, have learned how to learn, and am in the business of helping others to learn.

A research project, funded through a proposal for equipment, research assistants, a typist or a stipend, offers the professor a new learning experience. The professor becomes expert in a certain area. Becoming more knowledgeable enriches his or her teaching, even though the research project and the teaching may not directly relate to one another.

Teaching triggers ideas for research. A student asks a question. A new idea floats through my head. I write it down after class. Teaching increases the depth and resonance of one's understanding.



THE TIME OF A TEACHER

As an undergraduate at Agnes Scott and as a graduate student at Bryn Mawr, I thought I spent a lot of time studying. I had no idea what kind of time teaching would demand!

There is no going home at five o'clock. A professor may spend the entire summer or holiday break preparing or revising a single course. Beyond the primary course works, one must know the critical literature in the field. What in our library can the student use for research? What needs to be ordered? What audio-visual materials are available? Every field—astronomy, mathematics, art history, Latin American studies—has a different set of problems to solve before the student enters the picture. Only finishing

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AGNES SCOTT FACULTY PROFESSIONAL DEVELOPMENT PROFILE 1987-88

*End of Reporting Period March 31, 1988
(59 full-time, 6 part-time faculty reporting)*

■ PROFESSIONAL OUTPUT

1. Publications

	Published	Accepted for Publication	
Books	1	8	
Articles	25	19	
Reviews	18	5	
Abstracts			
Stories	2		
Poetry		1	
Editing	2		
			TOTAL: 81

2. Performances, exhibitions, productions

	Choreography, curation, direction	Indiv. performance exhibition, recitals	Related tech. activities	
Dance	7	5	2	
Music	12	11		
Theatre	10	2	18	
Art	4	14		
Athletics	6	2		
				TOTAL: 74

3. Professional activities for non-College audiences and organizations

- a. Evaluating, judging, jurying, reviewing - 29
- b. Consulting, visiting specialist - 24
- c. Organizing, assisting, coordinating - 24
- d. Presentations, demonstrations, interviews, lectures - 27

TOTAL: 104

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touches are added to courses on a day-to-day basis. The real work has gone on during the "breaks."

Then there are papers to grade, or student art works to judge, or laboratory results to evaluate. A professor may go home at 3 p.m. or come in at noon, but outside the classroom many other tasks await. The professor's commitment to evaluation is multiplied by the number of students. Sometimes, a student's grade is clear. Other times, assigning a grade is a wrenching decision.

As a teacher, one is always aware of how the world echoes one's discipline. Whenever I teach medieval French literature, I am always looking for examples in everyday life which show that chivalry, one of France's most lasting contributions to Western civilization, is not dead.

In fact, its chauvinist attitudes continue to hold women down even today.

ON ENJOYING LEARNING

Recently, one faculty member described teaching this way:

To me, teaching is not only the communication of the "methods" and "facts" of [my field]. It is the encouragement of a lifetime enjoyment of learning, the application of what is learned to private and public lives, the ability to question critically and to evaluate, the ability to admire and to appreciate, to feel inquisitive and have discipline, to sustain this curiosity as one seeks answers, to feel passion about an intellectual endeavor, to teach the heart how to experience that

which the intellect learns so much more readily and quite often so well. Only a part of this kind of learning goes on in the classroom. If it is to be effective, it has to permeate the entire atmosphere of the learning environment.

Therefore, I see my teaching as being very important in the classroom as well as out of the classroom, in formal learning environments as well as in all the informal encounters and experiences out of the classroom.



ON TEACHING LITERATURE

Another of my colleagues told me, "I must have taught *Don Quixote* more than a hundred times in the past twenty years, but there I was at 5 a.m., reading the section for the next day. Every time I assign a piece of literature, I read it all again—before every class—even though I know it by heart. You cannot teach literature without freshness. You read it word by word, line by line, page by page. You must have the whole thing in your head at once to see it as art and to be a good interpreter of the literature.

"Literature is one of the most time-consuming and difficult subjects to teach."



ON COMMITMENTS, PHYSICAL AND EMOTIONAL

The deep commitment to teaching and enthusiasm about the profession bring demands both physical and mental. Recently, a

PROFESSIONAL ACTIVITIES 1987-88

■ PROFESSIONAL ASSOCIATIONS

	Meetings attended	Presentations given	Offices held
Int'l.	8	5	
National	65	17	7
Regional	39	13	7
State	22	4	6
Local	23	4	8
	157	43	28

■ PROFESSIONAL ACHIEVEMENT

- | | |
|----------------------|----------------------------------|
| 1. Recognition - 5 | 7. Grants (outside agencies) - 8 |
| 2. Awards - 3 | 8. Tenure awarded - 3 |
| 3. Grants (ASC) - 12 | 9. Visiting professor - 3 |
| 4. Fellowships - 1 | 10. Sabbatical approved - 3 |
| 5. Honoraria - 1 | 11. Promotion - 2 |
| 6. Membership - 2 | 12. Ph.D. awarded - 1 |

TOTAL: 44

ACADEMIC ACTIVITIES 1987-88

■ COLLEGE-RELATED

1. Committee work

	Membership	Office(s) held
Faculty	51	10
College	16	1
Evaluation	15	
Search	5	
University Center	2	
Phi Beta Kappa	3	3
Misc. coms., groups, & task forces	103	
	195	

TOTAL: 195

2. Work on special events

- a. Admissions-related - 24
- b. Alumnae-related - 14
- c. As speaker at Tabletalk, Collegium, symposium, convocation or other forum - 39
- d. Arrangements for special speakers and events - 22
- e. Writers festival - 5
- f. Honors Scholars - 12
- g. Orientation - 6
- h. Graduation - 5
- i. Miscellaneous - 11

TOTAL: 116

3. Course preparation

- a. New course - 36
- b. Course revision - 40
- c. Extra course load - 13

TOTAL: 89

4. Department chair - 12

5. Special projects and miscellaneous academic activities - 26

6. Preparation of grant proposals - 14

■ STUDENT-RELATED

- 1. Supervision of special studies - 33
- 2. Sponsorship of extracurricular - 57
- 3. Counseling, advising - 26
- 4. Global Awareness planning - 6
- 5. Miscellaneous - 5

TOTAL: 127

Global Awareness class, during class work on marine biology, was snorkeling off the shores of a South American country. The professor noticed a student suddenly thrashing around in the water. He rushed over and pulled her to the surface, yelling for the boat. She had been stung by a man-of-war. The boat arrived, they hauled her aboard and treated her sting. The next day, she was back in the water.

Psychological demands are often underrated, perhaps because they are more common than that type of danger.

A student has not come to class for days. Her professor asks why. Is she sick, intimidated, discouraged? Do family problems plague her?

Her professor calls her room, writes her a note, calls the associate dean of the college, the dean of students, the student's advisor. If the student responds, she and the professor may talk, all may be well. In many cases, the professor's time and energy to save a student may pay off.

But they may not. And when that happens, professors become discouraged: all of the emotional energy may not seem worthwhile. No training, no graduate work prepares us for this part of the teaching enterprise. These are person-to-person relationships. Sometimes they succeed, and sometimes they don't. A good faculty member picks up and starts again.



**SUCCESSING IN
ACADEMIC LIFE**

Faculty have an enormous sense of professional responsibility to their students, their institutions, and their work. Yet most faculty members spend careers with little public recognition and only occasional words of gratitude from students. From

where comes satisfaction? What yardsticks measure their success?

How can a professor communicate the thrill of a real discovery after years of being puzzled by a certain group of works? The dull and dusty volume in which the article will appear cannot communicate that exhilaration.

How can a professor communicate the joy of seeing a student master a particular skill, achieve a certain goal, grow a few more mental inches in the months of her study?

This American work force casts its bread upon the waters without any real hope of gratification. "Results" are rarely immediate and may never be seen by the professor. The real payoff comes with what a student accomplishes in life, but the student may never share her achievements with the institution or with the professor.

How does one measure good teaching thirty years after the job is done? If the students keep coming, does that indicate quality teaching?

It is no wonder that faculty accomplishment is often measured in terms of publishing, rather than by how well a person teaches. It is much easier to count numbers of publications than students well taught. And yet, from our teachers we learn how to live, to learn, to work.

The academic life is fragile, and faculty become exasperated—as do administrators. But their enterprise, with its tensions and joys, is the crucible for our future.

ACADEMIC GRANTS AND AWARDS, 1984-1989

<i>Project Director</i>	<i>Project</i>	<i>Funding Agency</i>	<i>Submission Date</i>	<i>Project Period</i>	<i>Amount Awarded</i>
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ACADEMIC YEAR 1984 - 85

Richard Parry	Summer Seminar for Secondary Schl. Teachers	National Endowment for the Humanities (NEH)	4/85	Summer '85	40,198
Leon Venable	Research in Metallaboranes	Petroleum Research Fund	10/84	Summer '85	15,000
David Good	Travel to Collections	NEH	10/84	Summer '85	50
Penelope Campbell	Fulbright lecture-ship in India	CIES	9/84	Fall '85	5,000

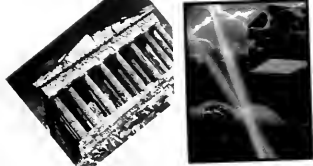
Note: ASC share includes indirect costs, in-kind contributions, and/or matching funds.

ACADEMIC YEAR 1985 - 86

	Global Awareness	Jessie Ball	3/86	Ongoing	255,000
Patricia Pinka	Research on Bacon at Folger Library	NEH	1/86	Summer '86	500

ACADEMIC YEAR 1986 - 87

C.Scott/ A Cochran	Fulbright Scholar-in-Residence	CIES	10/86	Fall '87	not applicable
H. Chatagnier R. Reynolds- Cornell	French Summer Lang. Institute	Ga. Dept. of Ed.	11/86	Summer '87	30,000



LINKING PAST & FUTURE

We teach our students the accomplishments of the past—language, literature, great events, scientific achievements, mathematical connections, rediscovery of women's accomplishments. We do less well

connecting what we do here to their future and to ours. We must teach women to face unimagined opportunities in the 21st century. They need to learn how to solve group problems with due speed. The best liberal education will link them to their future.

Every time faculty struggle with applications to Agnes Scott in the Admissions Committee, every time they spend hours discussing a curricular issue or work to establish proper criteria for a faculty appointment, they operate from the view-

point of providing the best education and brightest future for students.

The connections between now and the future are difficult to conceptualize. But, to quote my favorite living French author, Hélène Cixous, "just because you cannot see the connections, it does not mean they do not exist."

Ellen Wood Hall '67, Dean of the College since 1984, is leaving Agnes Scott in June to assume the presidency of Converse College.

<i>Project Director</i>	<i>Project</i>	<i>Funding Agency</i>	<i>Submission Date</i>	<i>Project Period</i>	<i>Amount Awarded</i>
ACADEMIC YEAR 1987 - 88					
Rosemary Cunningham	Fulbright/Hays Seminar in China	U.S. Dept. of Ed.	12/87	Summer '88	N/A
Alice Cunningham	Summer Institute for Chemistry Teachers	Ga. Dept. of Ed.	10/87	Summer '88	34,510
Leon Venable	Research in Metallaboranes	Petroleum Research Fund	9/87	1988-90	20,000
Ellen Hall/ Richard Parry	Values Seminar	NEH	4/87	Summer '88	47,475
Marilyn Darling	General support for Studio Dance Theatre	DeKalb Council for the Arts		1988	1,000
ACADEMIC YEAR 1988 - 89					
Candice McCloskey	Research in bio-sensor applications	NSF		1989-91	12,000
Alice Cunningham	Workshop on research careers in chemistry	NSF		March '89	1,700
Harry Wistrand	Community College residency program	Vassar/AAC		Summer '90	25,000
L. Bottomley/ A. Cunningham	Spectrophotometer	NSF	11/87	Ongoing	16,132
P. White/ S. Bowden	Molecular Genetics Lab	NSF	11/87	Ongoing	32,545
Marilyn Darling	General support for Studio Dance	DeKalb Council for the Arts	1/88	1989	1,000
Terry McGehee Sculpture	"Artsweek" for the Arts	Ga. Council	4/88	Apr-May '89	2,000
Terry McGehee	"Expressive Traditions" Exhibition	Ga. Humanities Council	7/88	Mar-Apr '89	3,000
Alice Cunningham	Phase II Summer Institute for Chemistry Teachers	Ga. Dept. of Ed.	10/88	Summer '89	67,925
Jere Link	Research travel to E. Germany	IREX	10/88	Summer '89	1,200

A MANDATE FOR THE TWENTY-FIRST CENTURY



In October, President Schmidt made reports to the board of trustees and to the faculty that outlined the accomplishments of her first six years in office and suggested the nature of Agnes Scott's task in its second century. Here she shares these thoughts with alumni.

A Centennial is a time to look both backward and forward. It's an excellent occasion to take a longer view than usual in reporting on the state of the college. We can all take great pride in the advances and achievements of the past six years. The operating budget (in deficit in 1982-83) now is not only balanced, but also provides for higher salaries for faculty (47 percent increase in five years), better maintenance of our eight recently renovated buildings and greatly increased financial aid for students of all ages.

There are seventy computers in various locations for faculty and student use; in addition, administrative offices are also equipped with computers. On campus in 1982 were only a few personal computers and one terminal connected to Emory University's computer.

After four years of renovation and construction, the plan for physical improvement of the campus (now

known as the Centennial Campus) is a reality. We have splendid facilities for physical activities (a track and soccer field, a 25-meter swimming pool, racquetball courts, a regulation gymnasium). Our prominent, legible signs fit the campus architectural style. Well-kept lawns, shrubbery, and trees delight neighbors and campus citizens. Residence halls safely provide for the plethora of appliances brought by today's students, and there is a telephone in every room. A computerized energy system replaces an antiquated steam plant that operated at less than 30 percent efficiency in 1982.

All public safety officers are professionally trained. The food service capably provides for our catering needs (many and great in our Centennial year!).

The chaplain sponsors regular religious services in the Mary West

Thatcher Chapel in the Wallace M. Alston Campus Center.

Minority persons make up 18 percent of our professional and clerical workers, as contrasted to only two minority employees in these categories in 1982. Minority student enrollment in the entering class this fall grew to 13 percent. The President's Committee on Community Diversity has led the campus in educational efforts for a campus climate which affirms *all* members.

The Global Awareness Program has made a great difference in students' understanding the world where they will live as interdependent inhabitants. Our program, begun four years ago, is in line with the most recent recommendations of the Council on International Educational Exchange report that, countries other than those in western Europe be included in study abroad programs. Our goal remains that every student will have an opportunity during her years at Agnes Scott to experience a culture quite different from her own.

Much more expertise—technical,



Economics Professor Edmund Sheehey talks with (L-R) Catherine Martin '88, Mary Ann Athens

mechanical, and professional—is evident on campus in the various workforces, be they office workers or groundskeepers. The faculty are clearly more active professionally. During the academic year 1987-88, they published or had accepted for publication 44 articles and gave 43 presentations at professional meetings while continuing to emphasize their and the college's primary commitment to teaching. They prepared thirty-six new courses and revised forty. [The Board of Trustees officially commended their fine report of professional activity at the October board meeting.]

We now have professional counseling available for students, who in this stressful modern life often come with serious family or personal issues.

And perhaps most important, for the first time in many years a serious consideration of our mission and purpose by trustees and campus people has affirmed both our heritage and our future as an outstanding liberal arts college for women where the Christian faith continues to shape the college's life.

Having made significant improvements in all of these areas, Agnes Scott is now ready and poised for something *more*. In a recent article on top colleges in *U.S. News & World Report*, Agnes Scott ranks as one of the top five national liberal arts colleges in terms of resources (endowment and library expenditures). The value of the endowment has more than doubled in the past five years, and now totals approximately \$100 million.

While the college can aspire to be one of the top 25 in our category of national liberal arts colleges, to achieve this goal will be extremely difficult, for this category represents the very best of liberal education in this country. The college *can* and *must be* worthy of its resources, and in the next few years our task will be to bring the college's reputation nationally to the level of its resources.

As we think about the college's second century, I ask you to consider several elements which I think are key to our future position in higher education in this country.

(1) To be a more outgoing com-

munity (our true heritage), less concerned with our own welfare, and to reach out to others in our immediate surroundings, in Metropolitan Atlanta and across the globe.

(2) To be a more diverse community—socially, culturally, and racially. The College must continue the progress which has been made in recruiting minority students and employing minorities on our administrative staff. The faculty's resolution of commitment to recruit minority faculty members, adopted this fall, must become a reality.

(3) To develop a more cohesive educational program, starting by asking the basic questions of what women need to *know*, *experience*, and *be* in the 21st century. Agnes Scott needs to develop a curriculum that is less imitative of large research universities. It seems ludicrous that we offer as many courses as there are students at the college. The curriculum should be more attuned to providing a unique educational program, including academic work and student development.

No one has yet devised the best possible educational experience for women in the 21st century. We have the opportunity to do this.

As we do these things together, Agnes Scott will make its leadership in women's education known everywhere. With its resources of endowment and skilled faculty and staff, an ideal campus for our purposes, an attractive urban setting in a growing metropolitan area, and our tradition of high quality liberal arts education, Agnes Scott is poised to make its leadership role more visible.

"Keeping the promise"—our Centennial theme—should not be difficult. Expanding the promise and making it reality for women of the 21st century, and our *second* century, is the goal to pursue.



1 Maria Teresa Ramirez '90. The best education for women in the 21st century has yet to be devised.

EDITOR'S NOTE: After preparation of this article, three minority faculty were hired, including two Black women. The 1989-90 full-time faculty will include one Hispanic and three Black members.



THE STUDENT TEACHER

TO MIRIAM DRUCKER, STUDENTS, NOT SUBJECT MATTER, ARE TEACHING'S MOST VITAL ELEMENT.

WHEN ONE DAY A STUDENT BEGAN, "IF I DIE . . .," MIRIAM KOONTZ DRUCKER, AGNES SCOTT'S

CHARLES A. DANA PROFESSOR OF PSYCHOLOGY, INTERRUPTED. "START OVER AND SAY,

'WHEN I DIE.' " THE STUDENT PAUSED. THE CLASS BECAME QUIET. AND THE STUDENT SAID,

"WHEN I DIE. . . ." WHEN ANOTHER STUDENT'S FATHER DIED, DR. DRUCKER'S CLASS BECAME

AN OUTLET FOR THE YOUNG WOMAN'S GRIEF. CLASSMATES LISTENED AS THE STUDENT

DESCRIBED IN DETAIL HER FAMILY'S PREPARATION OF THE BODY FOR BURIAL. "I WILL ALWAYS

REMEMBER THE WAY THE CLASS ENCIRCLED THAT YOUNG WOMAN," DR. DRUCKER SAYS.

Creating that kind of closeness is important to Miriam Drucker. "Students today carry a lot of pain," she explains. "If I can convince them that we share that pain, that we understand, then I will have met my goal."

There was never a time, she says, when she actually chose psychology as a profession. It was one of those things that just happened.

"I enjoyed my psychology classes in college," she says, "and I grew up believing in the importance of people. It evolved from there."

For thirty-three years as an Agnes Scott professor of psychology — eighteen years as department chair — Miriam Drucker has led students in introspection and the search for truth.

And during that time, she has never lost her belief in people, her certainty that each individual is important and special. The philosophy that led her into teaching has sustained her: "I am a teacher of students, not subject matter," she explains. "The classroom doesn't belong to me. I share it with my students."

Each morning Miriam Drucker rises at 5:45 and is in her office by 7:40, preparing for the day ahead. She

gave time to tutor neighbors. "From two such wonderful role models, I came to see the value of women's education," she says. "And I believe that for women, learning is best carried out in a setting such as Agnes Scott. Here, I see women leave taller and prouder than when they arrived. That is a purpose for which I am glad to devote my life."

Upon the recommendation of her mentor, the late Emory University professor of psychology Curris Langhorne, Dr. Drucker came to Agnes Scott. She had not visited Agnes Scott before interviewing but "liked everything I had heard and read about its academic excellence." Upon arrival, "I liked it more and more," she recalls.

Times have changed since the fall of 1955 when Miriam Drucker taught her first class. She has seen students struggle through civil rights activism, the Vietnam War and the near impeachment of a United States president. She has seen them become wiser — and often more vulnerable.

"Students are more experienced today than they were in 1955," she says. "They have traveled more; they have seen more of life. Sometimes

effusive. "I always saw her as rather formidable," admits former student Katherine White Ellison '62. "In fact, it wasn't until I came back to Agnes Scott after being away for many years that I realized how physically small she actually is. I'd always considered her a tall person—it's the way she carries herself."

Psychology professor Thomas Hogan, who has worked with Dr. Drucker since 1965, says, "She is so constant in her work that you don't see a lot of the things you see in others—the things that show her humanity. You don't see blunders; you don't see her in humorous situations. What you see one day is pretty much what you see the next."

Few call Dr. Drucker an easy teacher. "She's very demanding," says Director of Student Activities Karen Green '86, who had Dr. Drucker as a professor and now serves with her as co-chair of the President's Committee on Community Diversity.

In both situations, says Ms. Green, Dr. Drucker demands the best of students and colleagues. "Just when you think you've crossed one hurdle," she says, "she causes you to stretch a little more."

AS A TEACHER, DR. DRUCKER HAS BEEN EXACTING, DEMANDING, CHALLENGING. "JUST WHEN YOU THINK YOU'VE CROSSED ONE HURDLE," SAYS ONE STUDENT, "SHE CAUSES YOU TO STRETCH A LITTLE MORE."

reads constantly, seeking new ideas and creative ways to challenge students. Her drive and enthusiasm stem from firm foundations. "Along the way," she says, "some wonderful people took time with me. They helped me see my potential. Now, each day offers an opportunity for me to give back the best of what I know."

Dr. Drucker grew up in Baltimore, the younger of two daughters. Her father and grandfather were Evangelical Church of Brethren pastors. Often, she heard stories of her grandmother, a German immigrant who worked as a field laborer to buy books. In her mother she saw a scholar who

that's good and sometimes that's not good. But wherever they are, they need to know that we're here to help."

Miriam Drucker stands slightly below average height. Her hair is gray, her ways gentle. When teaching, she stands proud and erect. Her movements are fluid. Gestures, facial expressions, voice inflections and sentence rhythm all help her lectures communicate.

"I would describe myself as a little shy," she says. "But I am enthusiastic. And I do pretty well at caring."

Inside and outside the classroom, the professor is gracious but not

Psychology department chair Ayse Ilgaz Carden '66 agrees. "She is very demanding. And she causes you to demand more of yourself."

But none seem to resent Miriam Drucker's demands. "Dr. Drucker is a very caring person," says Kimberly Osas '89. "She really wants the student to learn."

"She listens. She makes you feel important," says Sarah Napier '89.

"She is also very fair," explains Dr. Carden. The Turkish native remembers well the first paper she wrote for Miriam Drucker. "I must have been tired," she says, "because I didn't realize that I had done anything

wrong." But at her residence hall—on a Saturday—she received a call from Dr. Drucker. "I really enjoyed the first half of your paper," the professor said, "and I'm sure that the second half must be equally good. Only, I have a slight problem. I can't understand it." Dr. Carden laughs, "I'd written the second half in Turkish."

Dr. Drucker imposed no penalty; Ayse Carden translated the second half into English and received an A.

Most of Dr. Drucker's students come to class early, knowing her aversion to tardiness. "She really hates the disruption," explains Dr.

to the world of psychology? Someone—anyone—give me a hypothesis you often hear."

"An apple a day keeps the doctor away," suggests a student near the back of the room.

"Good," responds Dr. Drucker. "Now, how would you test that hypothesis? Who would be your random sample?"

And so the class continues. "You'd better think about this," Dr. Drucker warns. "I guarantee I'll ask you about it on your exam."

Dr. Drucker plans to retire in 1990. So will her husband, Melvin, a professor of psychology at Georgia

much to them." Likewise, when Dr. Carden's father died, "Mel and Miriam were there for me," she says. "They're family."

Students often call the Druckers at home. "If my husband answers," says Dr. Drucker, "They say, 'Mel, I'd like to speak to Dr. Drucker.'" She smiles. "He's just that kind of person. All my students know him as 'Mel.'"

"We're really looking forward to retirement," says Melvin. "Our only problem over the past few years has been too little time together."

As retirement draws near, Dr. Drucker occasionally reflects on her

FOR HUNDREDS OF AGNES SCOTT STUDENTS, DR. DRUCKER AND HER HUSBAND, MEL, HAVE BEEN FAMILY. IN TIMES OF JOY AND OF SADNESS, "I COULD ALWAYS GO TO MIRIAM AND MEL," SAYS A FORMER STUDENT.

Carden. "And who could blame her? She puts so much time into preparing her lectures that she expects the students to show some respect—that isn't too much to ask."

"In my day," says Katherine Ellison, now a respected social psychologist, "we were not late. We might have worn our pajamas to class, but we were not late. Period."

It's 9:23 a.m. on a Thursday. Dr. Drucker's general psychology class is already three-quarters full. When she enters, conversations halt; students pull out pens and paper and sit poised, ready to begin. Dr. Drucker smiles. "It's very intriguing to have a classroom of students waiting and ready for my lecture," she says, "but the truth is, it isn't time to start. You may have your last two minutes."

Students relax. Postures slouch. Conversations resume. Exactly two minutes later, Miriam Drucker begins. Today's topic is methodology. "Are there any questions?" When no one responds, she comes from behind the lectern. "Think about it—do you have in mind a simple experiment, a hypothesis that we should consider? Do you understand what experimentation means

State University. Their years together have been full. "My life is round," she says. "I haven't just lived Agnes Scott. I have had a wonderfully rich marriage."

"My wife is the most remarkable woman I know," says Melvin Drucker. "She is my first-line consultant, my first-line advisor. In every matter, I always turn to her first."

"To know Miriam, you must also know Mel," says Dr. Carden. "More than any relationship I've seen, they are truly complementary; they are one in their marriage."

"When I was at Agnes Scott," remembers Ms. Ellison, "she was one of the few married teachers. We used to love to see her and Melvin walking around campus holding hands. It made her seem more human."

As colleagues, the Druckers have prepared videotapes, given workshops and lectures, led classes. As marriage partners, they have befriended students during good and bad times. "I became engaged shortly after my senior year at Agnes Scott," says Dr. Carden. "During the time I planned the wedding, I could always go to Miriam and Mel. They listened; my happiness mattered very

career. Along the way have been special honors, including an award in her name for return-to-college students, in whom she has shown special interest. Academic honors are not a true measure of success for Dr. Drucker. Instead of research, she chose counseling; she was Agnes Scott's first counselor. Her published writings and her professional seminars have dealt with childhood development, euthanasia, grief and death, rather than methodology.

"I have always put my time into people," she says. "And I'm sure that had I another chance, I'd make that choice all over again."

"Perhaps the greatest memory, the accomplishment of which I am most proud," she continues, "is that I never went to class unprepared. The students are what count; they're number one."

She ponders. "I suppose the greatest honor has been watching students grow." She smiles. "As they reach full potential, I experience a sense of living forever."

Phyllis Thompson is a writer for the Baptist Home Mission Board in Atlanta.

THE AMBASSADORS OF AGNES SCOTT

BY FAYE GOOLRICK

Several dozen international students are making Agnes Scott College their passport to future success in life

About five years ago Nela Nanyakkara's mother, a social worker in her native Sri Lanka, was talking with women at a conference in Nairobi, Kenya. She mentioned that her daughter aspired to a college education in the United States. A woman from Philadelphia recommended Agnes Scott.

Today Nela Nanyakkara '89 marvels over the U.S. Postal Service's extraordinary ability to deliver a letter from Sri Lanka addressed, cryptically, to "Agnes College, Dekuter, G.A." The college promptly responded to the Nanyakkaras' inquiry with a packet of admissions materials and an application, and Nela, with only photographs and the printed word to guide her, made a momentous decision about her future.

For the two dozen or so international students enrolled at Agnes Scott, such serendipitous stories are not unusual. To Ms. Nanyakkara, in fact, the challenge of selecting Agnes Scott was only slightly less nerve-wracking than her struggle to obtain a student visa.

"I waited for hours, not knowing what was going to happen," she says. "The seven people in line before me were all refused visas. It was very difficult; we were all made to feel very degraded, very small. . . . But when my turn came, the [American] Embassy man said yes. I had my student papers, I had been accepted, I could go."


Zepnep Yalim of Turkey had less difficulty coming to Agnes Scott. One of her teachers at Roberts College in Istanbul was an Agnes Scott alumna. Seeking a double major in economics and psychology, Ms. Yalim applied to her teacher's alma mater. Now a junior and the president of Chimo, a campus international students' organization, Ms. Yalim works closely with Agnes Scott psychology professor Ayse Ilgaz Carden '66, the "unofficial" faculty adviser to international students.

Coincidentally, Dr. Carden also came to Agnes Scott from Istanbul's Roberts College (now Bosphorus University); the Turkish institution has had several prominent faculty members who either taught or studied



"I realized that I can't help but let my identity as a Pakistani come out, in everything I do and say."

—Amna Jaffer,
Pakistan



"I love meeting
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—Tatiana Mejía,
Bolivia

at Agnes Scott.

In contrast, Pakistani native Amna Jaffer applied to fifteen different colleges all over the U.S., eventually choosing Agnes Scott for its psychology and art departments. But her visa experience, while relatively painless, had its own twist of coincidence: The American Embassy officer processing her papers looked up, smiled, and said: "Agnes Scott? Well, how about that! I'm from Atlanta."

Ms. Jaffer, now a slender, dark-haired Agnes Scott junior, looks back on those nervous moments with calm self-assurance. Elegant even in student attire (American blue jeans, of course), she speaks in cadences of British English and displays a sense of humor about her cross-cultural lifestyle. Because of the Pakistani educational system and the class distinctions in her society, she explains, many upper-class Pakistanis are virtually bilingual in English and Urdu. She has studied and spoken English for most of her life.

In fact, language, alone, may be the least "foreign" part of many students' experiences. Far more dramatic are other explorations—cultural, societal, political, personal, religious, moral, philosophical. Each student expresses some aspect of the inescapable, certain challenge facing every international student: absorbing a new culture and learning from it, while remaining oneself. "I realized that I can't help but let my identity as a Pakistani come out, in everything I do and say," Amna Jaffer says. "Agnes Scott is a small school, a community. So as international students in this small community, I know we must be making some sort of mark."

According to the National Association for Foreign Student Affairs (NAFSA), approximately 350,000 foreign students from 160 nations are studying in United States colleges and universities. They spend some \$3 billion a year for the privilege—a sum that, surprisingly, makes higher education one of the U.S.'s most prominent exports. As George Brown, director of Agnes

Scott's Global Awareness Program, points out, education is one U.S. offering that has become more and more desirable in the global marketplace . . . a product that has not been undercut by American trade deficits or decline to debtor-nation status.

Though seldom viewed as a commodity, U.S. higher education is booming among students overseas. In 1955, NAFSA figures show, only 35,000 foreign students studied in the United States, many on generous U.S. aid programs. Today the foreign-student presence has grown tenfold, and they largely pay their own way. According to Atlantan Fahed Abu-Akel, a Palestinian Arab emigrant and Presbyterian minister who has worked with international students for some twenty years, the thousands of foreign students trained in the U.S. ultimately become a tremendous global resource.

"The U.S.A. produces more than a million international leaders—M.A.s and Ph.D.s in all sorts of fields—every fifteen years," he says.

In Georgia this year, there are roughly 6,000 international students from 120 countries; about 5,000 of them study in the twenty colleges and universities in the Atlanta metropolitan area. Through AMIS (Atlanta Ministry to International Students), an ecumenical friendship organization for Atlanta's foreign students, its Amigo Friendship Society (a host family program) and GAFSA (the Georgia chapter of NAFSA), many of these students have the opportunity to meet one another and members of their own culture who have settled in Atlanta. Along with representatives from Georgia Tech, Emory and other schools, Agnes Scott faculty and staff—Dr. Carden, Dean of Students Gué Hudson and others—work through GAFSA to keep abreast of a host of issues affecting foreign students.

"There is a tremendous network among international students in the Atlanta area," says Professor Carden. "In GAFSA, we deal with visas, work permissions, Immigration and Naturalization Service regulations. But there are many other [social] ac-

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tivities. For example, AMIS sponsors a very elegant reception every fall at Symphony Hall. The hall is packed!" At the 1988 event, which coincides with International Student Day in Atlanta, Zehnep Yalin, Agnes Scott's Chimo president, gave a brief speech to the 1,100 people in attendance.

At Agnes Scott, as at most institutions, defining "foreign" students is a bit tricky. Chimo prefers "international students"—and with good reason, observes Agnes Scott senior Mariah Quintana, a fair, black-haired Puerto Rican.

"Some students ask what kind of passport we have," says classmate Scharie Jordan, also from Puerto Rico. She grins. "We tell them, 'The same as yours.'"

The two young women then find themselves politely explaining that although their heritage is Hispanic, they're citizens of the United States, with all the rights, privileges and obligations thereof. Both students consider themselves part of the international community at Agnes Scott. But "foreign" they are not.

Similarly, there are students like Nela Nanayakkara's roommate, Mini Abraham '89, who is from India but has U.S. citizenship.

Others, such as sophomore Camila Weise, are so truly international that it is hard for them to define a home country. Brought up mostly in Venezuela by German parents (who now live in Ecuador), Ms. Weise's cultural heritage is at once German and Hispanic. She converses fluently in Spanish with her friend from Bolivia, then switches effortlessly into English. Blonde and blue-eyed, she faces a reverse sort of cultural bias from most of the other international students: Her looks and accent are so convincingly middle American that her essential cultural "otherness" is sometimes overlooked.

"I love meeting people from all over the world—but it also makes me realize how much I appreciate

my own country," says Tatiana Mejía, a Bolivian. Looking around a roomful of international students, she adds, "I think we've all become much more patriotic since we came here." A chorus of laughter greets this observation, as everyone agrees with good-humor that yes, America is a wonderful place and she really loves being at Agnes Scott, but there are some things. . . .

"It is difficult to adapt to college life—the dorms, the rules," says Anna-Lena Neld of Sweden, clearly unaccustomed to the parietal role of small liberal arts colleges in the South.

The group also finds certain habits of politeness amusing—for example, the hurried "Hello, how are you?" that doesn't wait for a reply. "We sometimes answer 'Oh, I'm just awful,' they explain, laughing. "But no one even slows down."

Other aspects of Southern life strike them as unfamiliar, but not entirely objectionable. "When I went home for break, I was annoyed when the men just let the door slam in my face," admits Anna-Lena Neld. "And at a restaurant, I had to pay for my own meal!"

Ms. Neld and other European students—Margarete Arand and Elke Pohl of West Germany, Eva Mihlic of Yugoslavia—find the United States more conservative politically and socially than their own countries. In fact, says Arand, she was astonished that the American public considered Governor Michael Dukakis a liberal in the recent presidential race. By West German standards, he seemed very conservative.

Ms. Arand and other students—especially Mihlic of Yugoslavia—also face the fears and unfamiliarity many U.S. residents harbor regarding communism.

For first-year student Mihlic, such attitudes are shrugged off. She realizes misconceptions are the result of Americans' myopic view of the world. "As international students here, we have to learn a lot about the United States," she says, "but U.S. students don't have to learn much about us."



Some aspects of life here are unfamiliar, but not objectionable. "At home, I was annoyed when men let the door slam in my face."

—Anna-Lena Neld,
Sweden



"As international students, we have to learn a lot about the United States, but U.S. students don't have to learn much about us."

*—Eva Mihlic,
Yugoslavia*

While many concerns voiced by international students are unique to their international status, others are typical of college students everywhere. Significantly, no one says anything negative about the quality of instruction at Agnes Scott. Students here seem to find their curriculum options, courses, study materials and professors first-rate and "globally aware." Academic expectations met, they concentrate on becoming more integrated into the rhythms of collegiate life.

Zeynep Yalim, president of Chimo (the word means "Hello" in Eskimo), points out that the organization itself is not limited to international students. Chimo members, she says, would like their American friends to join. Along with purely social occasions—a recent "Latin party," for example—Chimo sponsors campus-wide convocations and topical programs on cross-cultural issues of interest to the greater Agnes Scott community. A recent discussion dealt with cross-cultural perspectives on marriage.

Chimo recently lobbied—successfully—to have a permanent international student representative on the Student Government Association's Representative Council. "We had some specific needs that, most of the time, people on Rep Council are not aware of," Ms. Yalim says.

"We wanted to be directly involved rather than taking our problems indirectly or talking with someone else."

The new representative will be chosen by international students who are not U.S. citizens.

Several students would like to see more financial aid, although administrators stress that the College meets 100 percent of each student's financial need.

Another student recommends a bit more flexibility in college regulations about applications, fees and tuition payments, especially those coming from halfway around the world. Others would like better arrangements on campus for interna-

tional students who are unable to return home during school breaks. (During the recent winter break, several international students were moved from dorm to dorm, finally assigned to reside in the Agnes Scott alumnae house at a charge of \$10 a day.)

And almost all—like many other Agnes Scott students—would like greater opportunities for casual, less date-oriented occasions to get to know male students at other schools.

By and large, Agnes Scott's international students intend to return to their home countries. One aims for dental school, another will go into a family business. One intends to become a social worker. Several want to work with languages—as teachers, translators and scholars. Still others pursue college majors in international relations, availing themselves whenever possible of the College's Global Awareness program for the travel, cross-disciplinary curriculum, and foreign study it makes possible.

Of this last group, Tatiana Mejía of Bolivia has perhaps the most lofty goal. Says she: "I want to be the Chancellor of my country."

Ms. Mejía, a junior at Agnes Scott, explains that her father has worked for the United Nations and UNESCO, and she grew up knowing ambassadors and others in the diplomatic life. Her dream is grounded in reality. In the meantime, she's intent on obtaining the best possible education.

Advice to future international students? "Don't expect the experience to be perfect—it won't be," she replies. "But do expect it to be one of the greatest experiences in your life."

Faye Goolbrick is an Atlanta free-lance writer. She last wrote on Jean Hoefler Toal '65 for the Spring '86 magazine.

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This year's Founders Day Convocation featured a Values Symposium, at which speakers former first lady Rosalynn Carter and church historian Martin Marty received the Award of Distinction (below).

Educators grapple with concepts of values at ACS event

Even Webster's Ninth New Collegiate Dictionary struggles with the term "value." The seventh of eight definitions vaguely describes value as "something (as a principle or quality) intrinsically valuable or desirable."

From February 22 to 24, educators and leaders from across the country came to Agnes Scott to grapple with this hard-to-define concept. What do values mean to us as individuals, as educators, and as business people?

A majestic procession of representatives and presidents from women's colleges throughout the country, faculty and distinguished guests opened the conference at the annual Founder's Day Convocation on the 22nd.

Martin Marty, Fairfax M. Cone Distinguished Service Professor at the University of Chicago Divinity School, gave the morning's keynote address, "Descript" Educa-

tion in a Nondescript World." Dr. Marty's address and others will be included in a special theme issue on values in the Fall Agnes Scott magazine.

Dr. Marty and former first lady Rosalynn Carter, the College's Distinguished Centennial Lecturer, received



Agnes Scott's first Award of Distinction. The award, established as part of the Centennial Celebration, honors well-known individuals who are not alumnae of the College, who have contributed significantly to society and the world around them, and who embody the ideals of Agnes Scott College.

Artist Robert Hild design-

ed the award, an etched crystal pyramid resting on an ebony base. Rendered on the crystal is the College's gazebo, which has become an increasingly familiar campus landmark. Tiffany & Company executed the statuette design.

Along with Mrs. Carter and Dr. Marty, other symposium participants included: Johnnetta B. Cole, Linda Koch Lorimer, and Anita M. Pampusch, presidents of Spelman College, Randolph-Macon Woman's College and College of St. Catherine, respectively; Michael Novak of the American Enterprise Institute; Jerome Harris, superintendent of Atlanta Public Schools, Sergio Muñoz, editor of *La Opinión*; Gayle Pemberton, director of minority affairs at Bowdoin College; Robert Coles, professor of medical humanities at Harvard University; Nancy Woodhull, president of Gannett New Media; and Rosabeth Kanter and Barry Stein of Goodmeasure Enterprises.

Search narrows for new college dean to replace Ellen Hall

The search committee charged with finding a replacement for College Dean Ellen Wood Hall '67 hopes to fill the position by July 1. "We'd like the dean well in place before the academic year begins," says Professor Ed Sheehey, who chairs the committee.

Dean Hall leaves Agnes Scott in June to become president of Converse College in South Carolina. Dr. Sheehey says the committee has received vitae from a wide spectrum of candidates from across the nation. "A number of them well qualified," he adds.

Requirements for the position include a doctoral degree, experience as a faculty member, a belief in the liberal arts, an understanding of women's education and the College's Presbyterian heritage, and demonstrated administrative and leadership skills.

Before the committee narrows the field to three candidates, they want to meet with faculty to discuss what qualifications the faculty desires in a candidate and how to involve them in the interviewing process, Dr. Sheehey explains.

Other members of the search committee include Professors Doris Black, Sandra Bowden, Huguetta Chatagnier, Dudley Sanders and Peggy Thompson, Lauren Fowler '92, Melanie Mortimer '91, Lillian Newman, and Dean of Students Gue Hudson '68.

First woman to chair ASC's board of trustees

Agnes Scott's first female chair of the board of trustees will take office on July 1.

Swanna Elizabeth Henderson Cameron '43 has been named to succeed current board chair L.L. Gellerstedt Jr., who is retiring as chair after nine years. Mr. Gellerstedt will remain a trustee. Members of the board unanimously voted the North Carolinian into office at their January meeting.

Said President Ruth Schmidt, "Knowing Betty Cameron since my arrival in Georgia, I have total confidence that we have another outstanding person to chair the board, and I look forward to working with her."

Betty Henderson Cameron lives in Wilmington, N.C., with her husband, Daniel. The former psychology and English major most recently served on the board's executive committee.

In addition, she serves as secretary of the board of the University of North Carolina



Betty Henderson Cameron '43

in Wilmington.

Other interests and activities include membership on the New Hanover County

Human Relations Commission and in the Association of Junior Leagues. She has also been a board member of the Presbyterian Personal and Family Life Center and a member of the YMCA's Interracial Dialogue Group. In the late '60s and early '70s, Mrs. Cameron presided over the group Women in Action for the Prevention of Violence and its Causes.

The Camerons have five children, one of whom, Swanna Cameron Saltiel, graduated from Agnes Scott in 1971.

Kresge challenge grant offers ASC great opportunity

For months, Agnes Scott alumnae and friends have been working to raise the \$836,232 needed to reach the Kresge Foundation's challenge grant of \$300,000.

The money will fund renovations and purchase equipment for Presser Hall and Dana Fine Arts Center. But the College had to raise the challenge funds by June 1.

College Vice President for Development and Public Affairs Bonnie Brown Johnson '70 stresses the difference between a matching gift and a challenge grant.

"Matching gifts are dollar for dollar. We raise a dollar, they give one," she explains. For a challenge grant, "We have to raise all of the money. If we fall ten dollars short, we don't get one cent from Kresge."

While the Centennial Campaign appears in good shape overall, "some areas are

underendowed in terms of designated gifts," says Christie Theriot Woodfin '68, who chairs the Kresge Challenge committee with Dorothy Quillian Reeves '49. Global Awareness and the arts are two such areas.

"When I was in school twenty-five years ago, the Dana Fine Arts Building was new," she says. "We thought it was state-of-the-art."

In art, as in manufacturing, publishing, or just about any

other field, computers are affecting how people approach their work. "So much has happened in art, theatre and music that's tied to computers," says Ms. Woodfin. "The only way to keep up is to raise funds for improvements."

"Take for example the proposed visiting artist program," she states. "To have an artist of national calibre, we have to have the kind of facilities that take advantage of that person's presence."



Art student Jill Jordan '89 applies finishing touches to a painting.

"Today's skilled artists cannot continue to make art without addressing technology," agrees Associate Professor of Art Terry McGehee. "We're tremendously excited by the possibilities now open to us here."

Organizer Mary Anne Gaunt of the development office and her alumnae volunteers have been busy raising the needed capital.

"Reaching the goal the foundation has set has been a challenge," says Anne Register Jones '46, chair of the foundations committee. "But it's a challenge I have always felt we could meet."

"We have a long relationship with The Kresge Foundation," says Ms. Johnson. "They've been generous in the past and we're really pleased by their faith in the goals the College has set."

For further information about the Kresge Challenge, contact Mary Anne Gaunt, development specialist, at 404/371-6296 or Christie Theriot Woodfin at 404/355-2525.



AGNES SCOTT

ALUMNAE MAGAZINE FALL 1989



VALUES SYMPOSIUM

Choosing Our Lives,
Living Our Choices.
A Centennial
Symposium on Values



Psychologists tell us that each of us views the world through the lens of our unique experience. No two of us living through the same event come away with the same experience.

This is never clearer to me than when I am pregnant. It's more than an ironic appreciation of the large-scale beauty of the sea manatee, or the conclusion that most public restrooms are built too small. Being tall, short, wide or skinny certainly changes my experience and perceptions. But beyond bodily changes, are the mental and emotional ones.

Whether it's a news report about air pollution, high prices at the grocery store, drug use among youth, scandals in government, or child abuse, I feel personally confronted and concerned. I find myself wondering what the world is becoming. Am I equipping my children to deal with it—can I deal with it myself?

What kind of people will they choose to be?

In this special issue on values, leading educators and citizens pose similar questions. They were all presenters at the Centennial Symposium, "Values For Tomorrow: How Shall We Live?" held February 22-24 at Agnes Scott. We regret that even in this expanded issue, we could not include all of the symposium presentations.

How we shall live and what we choose to teach our children pierces to the core of our moral and ethical



values. Each day we face new and difficult choices on shifting frontiers. How do we guard against AIDS and what do we do with its victims? How do we deal with the lives of unborn children, and what is our responsibility to those born into poverty and misery? Must professional women choose between a career and a family? In our spinning, pluralistic society, what does liberty and justice for all mean?

As I reread these articles after the symposium, they reminded me of a letter by the Danish poet Rainer Maria Rilke to a young man about the age of Agnes Scott students. He wrote:

"Have patience with everything unresolved in your heart and try to

love the questions themselves as if they were locked rooms or books written in a very foreign language. Don't search for the answers, which could not be given to you now, because you would not be able to live them. And the point is, to live everything. Live the questions now. Perhaps then, someday far in the future, you will gradually, without even noticing it, live your way into the answer."

Symposia and renowned speakers cannot hand us answers. But they can inspire the mind, the heart and the imagination that renew us all as we, day by day, live our way into the answer.—Lynn Donham

Editor: Lynn Donham, **Managing Editor:** Stacey Norles Jones, **Art Director:** P. Michael Melia, **Editorial Assistant:** Angele Alford
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Photography by Ron Sherman

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This is to express my gratitude to [teacher education alumnae] for your kind and generous response to the announcement of my retirement. Your letters, photographs and presence meant more to me than I can say. During the twenty years I've spent in this place, you have been my *raison d'être*. For that I honor you and I thank you.

Margaret Ammons
Professor of Education Emerita
Decatur, Ga.

Just to add to the many thank-yous deserved by the Agnes Scott community during the "Arts Synergy" celebration in April, one other special one: all of us who are alumnae artists or who are trying to encourage the arts at ASC have benefitted greatly from the hard work of Shelby White Cobb '75, who chaired the first Alumnae Art Exhibit. Every detail of the show (and there are so many!) was handled in a careful and totally professional way. We are lucky to have had her expertise and I hope that we will again in the future.

Lynn Denton '63
Philadelphia, Penn.

I enjoyed the Spring 1989 issue of the Alumnae Magazine, especially the article written by Ellen Wood Hall and the feature on Dr. Drucker.

The oil painting on the cover is very beautiful. Are there any prints of it available? I would very much like to have one. If you have any information about this, or if the painting is for sale, I would appreciate your letting me know.

Tracy Baker Bengtson '84
Palm Harbor, Fla.

There are no current plans to sell copies of the cover painting from the last issue. However, the Alumnae Association has a limited edition lithograph print of the College for sale.—Ed.

CORRECTION: In the last issue of the magazine, Alexa Stough '92 was incorrectly identified as Mary Ann Athens in the photo accompanying "A Mandate for the Twenty-first Century."

Agnes Scott Alumnae Magazine

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Page 8

Descript Education in a Nondescript World

by Martin E. Marty



Without a distinct mission, a college goes with the flow to become anything else at any moment.

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The Moral Life of Children

by Robert Coles

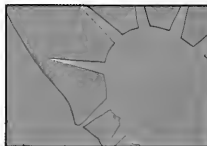


In the actions of children, lessons of humanity and courage pass from generation to generation.

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What in the World Shall We Teach?

by Michael Novak
Responses by Sergio Muñoz, Jerome Harris and Gayle Pemberton



By transmitting values, teachers should help today's students become as good as the best in the past, in all traditions.

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More Values for Your Dollar

by Nancy Woodhull



Should there be a different standard for the moral conduct of businesses than for that of families?

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Transmitting Values to Women

by Rosalynn Carter



Values were clearly defined in the past. Today there is more ambiguity. But values can still be transmitted through families.

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Lifestyles

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Finale

Feeling of helping "folks" rewards government work

She's a bureaucrat's bureaucrat. At 26, Valerie Hepburn is director of administration for the Secretary of State's office and is a proverbial mainstay in Georgia's state government.

She describes herself as committed, desirous of knowledge, humorous and hard-working. Her success in infiltrating the good ol' boy network of Georgia politics is proof she's right.

"The most important trait, and one that I think I have, is the ability to laugh at a situation and at myself," she says. "Maybe at some point in my life I will be a standup comic."

Her drive, her passion for politics, started in Oconee County (Ga.) High School. While most of her fellow students were hopping to the Bee Gees and Barry White, Miss Hepburn had her blue eyes set on government.

"I can't remember when I ever wanted to do anything else. My parents are both professors of political science, and while they never encouraged me to go into government service, my socialization at home was government is important."

Agnes Scott became her college of choice because of its locale and curriculum. After being accepted in 1979, the next order of business was finding a government job.

Miss Hepburn worked on Manuel Maloof's 1980 campaign for chief executive officer of DeKalb County. "Manuel is sort of the King Democrat in DeKalb County," Miss Hepburn says. "The story is that you can't make it in this business unless you've been initiated by Manuel."

"My mother's side of the family is Lebanese and we all think we're related to him. If you're in DeKalb County and you're active in the Democratic Party, you crave to work on a Manuel Maloof campaign."

For the next two years, she worked in a whirlwind of political campaigns, including Cathey Steinberg's 1980 bid for the Georgia House of Representatives, Sidney Marcus's campaign for mayor of Atlanta and Bo Ginn's gubernatorial race.

"Thank God for Cathey and Manuel, they are the only winners I've had," she says.

She walked away from all the campaign slogans and fried chicken fund-raising with a wealth of political savvy and a job with Max Cleland, the newly elected secretary of state.

At 21, the tenacious Miss Hepburn was Mr. Cleland's director of governmental relations—the highest-ranking person of her age at the Capitol.

"Initially, people looked at me and said, 'How'd she get that job? Surely she can't be qualified.' But



Valerie Hepburn: For a woman, the work's never done

basically people know I'm here because I've earned the right to be here.

"Most people don't know how old I am, and I don't offer it unless they ask. It's not that it bothers me, it's just not particularly relevant."

Despite her achievement, she still thinks women have a harder time climbing the ladder to success.

"I work weekends because I feel like I have to prove myself even after all this time. I don't ever want to make a mistake, and when I do, I'm mortified. Because, somehow, I know they are going to think it's

because I'm a young woman that I made the mistake. You feel compelled almost to overkill, to... excel all the way.

"It's a reflection of our time."

Five years ago, Miss Hepburn came face to face with the gender gap. She entered a statewide contest sponsored by a professional women's organization that measured the success of young career women. Despite her obvious rise on the professional ladder, the judges did not choose her as the state's exemplary career woman.

"I was later told [by one of the female judges] that I

didn't win because the men judges didn't feel I was an appropriate model young careerist. They felt you should not only have a job, but have your personal life in order. And 'in order' to them meant a marriage and children.

"That's the reason that women have to be super-women—to raise families, get graduate degrees, be corporate leaders. There's nothing wrong with being at home and just raising children. There's nothing wrong with being a corporate leader. But there's a sense that you have to accomplish it all and be super-human."

These days—for now anyway—Miss Hepburn's babies are the six divisions of the Secretary of State's Office—public service, business service and regulations, examinations boards, elections, archives and history and administration—and she also handles governmental relations.

She earned a master's degree in public administration at Georgia State University and now commutes to the University of Georgia, where she is working toward a doctorate in public administration.

"I like to have a little free time to have some fun—to play some tennis and take advantage of the fun things to do around Atlanta. I play ALTA [Atlanta Lawn and Tennis Association] tennis, not particularly well, but I flail

around with it. I like the symphony and the ballet.

"You have to decide to pull back in on some things, so that you can do two or three things well and not eight or ten hideously. I am realizing that I'm getting older and my energy level is lower. I used to be able to stay up until 2:00 in the morning and get back up at 5:00 and just go, go, go, and nothing ever fazed me. I can't do it anymore."

Outside the window of her eighth-floor office in the government building across from the Capitol, cars have begun their usual rush-hour crawl. Miss Hepburn gazes pensively at the Capitol's golden dome, knowing her work isn't done.

"There are two things I want to do in my life," she says. "I want to be either the commissioner of baseball or a writer for *Sports Illustrated*. When I have my midlife crisis, that's what I'm going to do. I'm a sports nut."

"But, I think for now I'll stay in state government, at least for a while longer. I like the commitment to doing something good for folks. You go to bed at night and you put your head on the pillow and you think, 'I might have done something decent for somebody today.'"—Faith Peppers

This article was first published in the Atlanta Journal-Constitution and is used with permission.

Time important gift for ASC's professional volunteer

On a typical Tuesday, Louise McCain Boyce gets up and out shortly after sunrise. She has work to do—helping remove debris from the woods behind her church, delivering fourteen lunches to the elderly, attending a hospital auxiliary board meeting, training volunteers for Recording for the Blind and tutoring a sixth-grade student. The life of a professional volunteer.

Mrs. Boyce maintains

such an active schedule because her interests are diverse and her energy is apparently boundless.

"All my time is my own," she says. "I enjoy doing what I do and it's not work at all."

Mrs. Boyce began her tradition of volunteerism during the 1930s while a student at Agnes Scott. A member of the student chapter of the Young Women's Christian Association, she regularly traveled to Atlanta's inner city to teach Sunday school to the poor.

The experience gave her a chance to "see what Atlanta was like" far from

Louise McCain Boyce: A life committed to helping others



the refined and restricted environment of campus.

Today Mrs. Boyce dedicates her life to such groups as Habitat for Humanity, Junior League, Central Presbyterian Church, the American Association of University Women, Delta Kappa Gamma, Athens Regional Medical Center Auxiliary, Retired Teachers Association and others.

Mrs. Boyce, who double majored in Bible and Latin, likes to say that her attendance at Agnes Scott was predestined. Her father, James Ross McCain was the College's second president.

"He would laughingly say, 'If it's not good enough for my girls, how can I say it's good enough for anyone else,'" she recalls. "We really didn't have a choice."

All three of Dr. McCain's daughters attended Agnes Scott. Their brother, Dr. Paul McCain, served as the College's vice president for development from 1969 to 1984.

Young Louise simply wanted to "get married and be a schoolteacher," and she has done both.

For the past twenty-five years, she and her husband, educator Eugene M. Boyce, have taught around the world. They have roamed from Florida to Nigeria and Ethiopia. Along the way, they've reared a family of two sons and a daughter.—Gale Horton

A career proving "there's nothing a woman can't do"

According to Kathryn Johnson '47, it was her burdensome senior year at Agnes Scott that taught her a valuable lesson for the future. Carrying a double major in French and English, she had the formidable challenge of completing 14 papers at the same time.

By her own admission, she "tended to be a bit careless" about bibliographical notation. To her surprise, professors critically cited every missing *ibid.*

"Not a one got by," says Ms. Johnson. "It taught me to be extremely careful about details and about facts."

Now a distinguished journalist—one who has chronicled the civil rights movement, the court-martial of Lt. William Calley, the trials of the Alday family killers and Jimmy Carter's presidential campaign, among other historical and noteworthy events, Ms. Johnson has spent the last forty-two years gathering facts and details.

Her resume includes jobs as an Associated Press reporter as well as reporter and bureau chief

for U.S. News and World Report. She covered Capitol Hill for seven years, writing investigative stories on military spending and campaign spending and financing.

Currently on leave from U.S. News and World Report, Ms. Johnson has returned to Atlanta to care for an ailing relative. She now writes anchor news for Cable News Network.

When Kathryn Johnson attended Agnes Scott in the mid 1940s, the school instilled in her the sense of purpose and determination echoed by many Scott graduates.

"I had a lot of professors, men and women," she says, "who were so brilliant." She notes that her female professors made her feel especially that "there was nothing women couldn't do."

Ms. Johnson did not know in college that she wanted to become a journalist, although writing intrigued her. But she thinks that her solid liberal arts education laid the foundation for excelling as a journalist.

"Agnes Scott's commitment to excellence is probably the one single thing that mattered most in the journalism work—academic standards, personal conduct, ethics. Adequate was never enough.

"It challenged me to do my best."

Ms. Johnson is the recipient of numerous

Kathryn Johnson: Adequate has never been good enough



honors — including the Distinguished Individual Achievement Award from the Associated Press for her coverage of the civil rights movement. In 1976, she became a Harvard Neiman Fellow, and was elected Neiman class president.

As a cub reporter, Ms. Johnson used her resourcefulness and youth (she graduated from Agnes Scott barely 19 years old) to land a story.

During the struggle over integrating the University of Alabama, she covered the confrontation between Governor George Wallace and Assistant U.S. Attorney General Nicholas Katzenbach.

Although reporters had been locked in the gymnasium to prevent news coverage, Ms. Johnson escaped by persuading a young state trooper to let her out. Taking advantage of her small size, she slipped under a table only a few feet away from Wallace's famous doorway blockade. From her vantage point, she not only could see the feet and legs of Wallace and Katzenbach, but could also hear them well as she scribbled notes under the table.

Despite pistol-waving police, she later secured the only telephone in the gym and held a line open to Montgomery for six hours—dictating a running, eyewitness account of the confrontation.—
Gale Horton

Keeping in touch means lifetime commitment to ASC

Thirty minutes spent with Elizabeth Jefferson Boyt '62 are enough to understand what makes her such a successful fund-raiser, recruiter, and alumnae organizer. She is confident, but not overbearing. Articulate, but not effusive. Warm, but never gushy. And enthusiastic about Agnes Scott College.

That enthusiasm is contagious. Betsy Boyt's husband, Pat, travels on business, and she often goes with him. Wherever she finds herself, she calls Agnes Scott alumnae. She has no illusions about their initial reaction. "They aren't necessarily glad to hear from me," Mrs. Boyt explains. "They think I'm going to organize them." She laughs, then adds, "Once we meet, they are relieved."

But before they know it, they are also organized. Betsy Boyt's genuine interest in other people and her commitment to the College operate seamlessly.

She muses, "You have to recognize that a school is a living, growing organism. It's really important to get back on campus, to be reaffirmed and reassured. To realize that excellence in education and a commitment to liberal arts are still there. It's really difficult to get that reaffirmation and reassurance off the printed page."



Elizabeth Jefferson Boyt: Her involvement grew naturally

She never planned to become this involved with the College—"I never had a goose's clue. My volunteer work was unplanned and evolutionary." It grew naturally from her interest in people. "I became involved with college activities because I knew if I didn't make an effort to keep up, I'd lose touch with my classmates."

Her volunteer work isn't limited to the College. She is past president of the Devers, Texas, PTA, the Rice Belt Counties Council PTA, the South Liberty County AAUW, and the Ladies of the American Brahman Breeders Association. She is active in Democratic party politics, docent of the Art Museum of Southeast Texas, and an officer of the museum's Gallery Guild Board.

When one considers

that Betsy and Pat live on a ranch 12 miles from the nearest town—that's 24 miles roundtrip to pick up their mail and the daily newspaper — her volunteer work takes on an new dimension. "I have chosen to live an urban existence in a rural setting," says Mrs. Boyt. "When you live with everything so far apart you have to organize your life. I never go anywhere without a long list."

As for receiving the Outstanding Alumnae Award for Service to the College, no one was surprised but the recipient herself. Receiving honors has been difficult for Betsy Boyt. "I'm used to being on the other end," she says, "organizing the honors for someone else. It hasn't been easy, being the one to receive the recognition." — A. R. Gibbons

Descript education

IN A NONDESCRIPT WORLD

SOME SCHOOLS THINK THAT BEING UNDIFFERENTIATED ALLOWS THEM TO BE EVERYTHING TO EVERYONE

BUT AGNES SCOTT'S FOUNDERS KNEW BETTER. ■ BY MARTIN E. MARTY

The word “descript” does not appear in your dictionary. What appears is “non descript,” which means “lacking in distinctive qualities; without any individual character,” or, in another delicious version, “not one thing or another.” The world of higher education has many nondescript institutions with nondescript curricula. We today observe the centennial of a school whose founders set it on a course. They wanted it to have distinctive qualities, individual character, and to be one thing and not another.

This year you are asking, “How shall we live?” It is possible, even easy, to live individual and

corporate lives that are best described as nondescript. When people engage in mere living and drift through life, they are nondescript. Wallace Stevens has said that we do not live in a place. We live in the description of a place. I have no doubt that the ability to describe has something to do with the quality and fact of living.

Second, we ask, who are the “we” who are asking about living? Here comes the question of identity. William Butler Yeats has said that

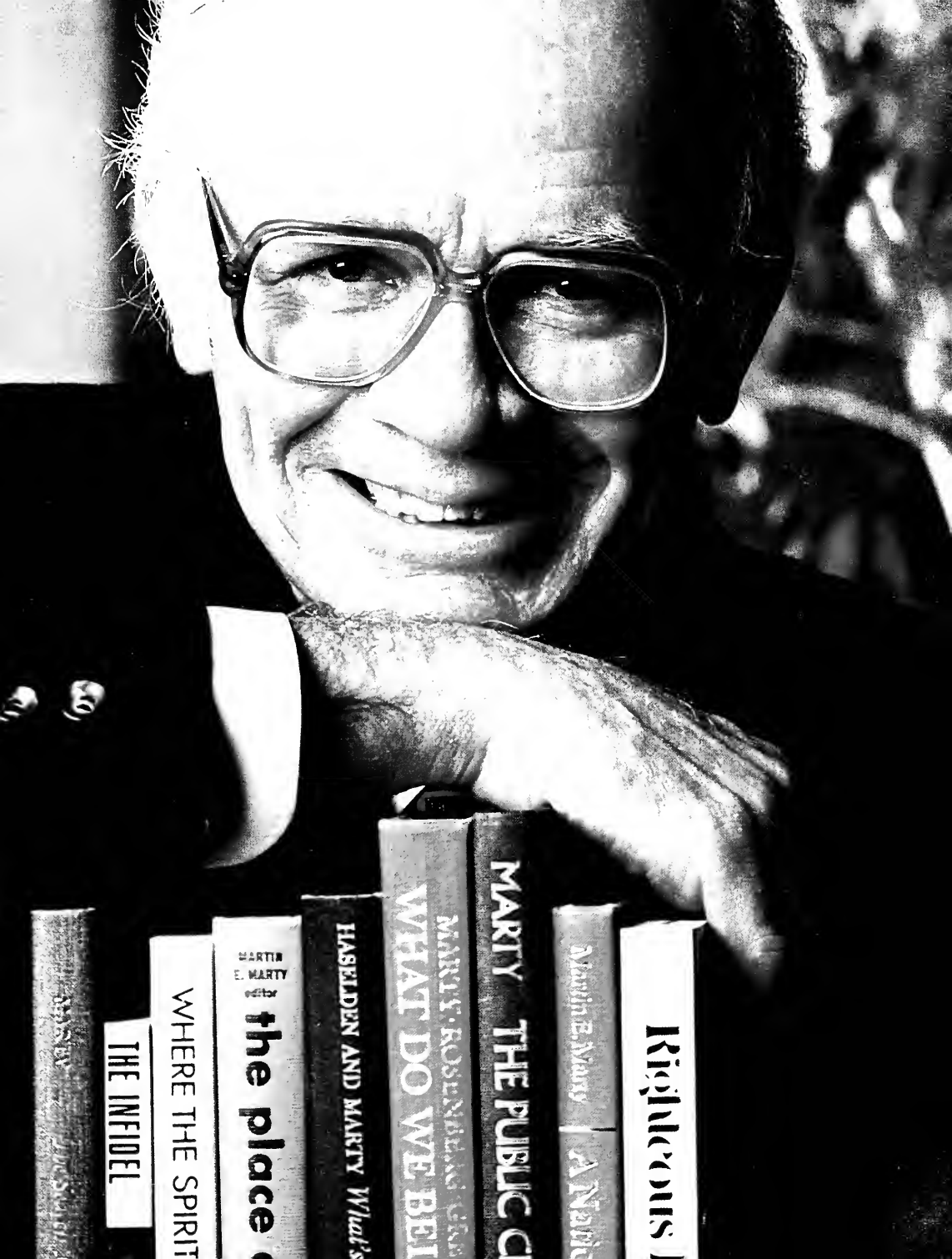
we cannot grasp the universe barehanded. We need something like a nation, a people, to serve as a glove. José Ortega y Gasset has written that without the experience of a community, a people, a nation, we are like an undifferentiated drop in a mist, a cloud. Erik Erikson, the century’s expert on identity, sees it connected with trust, with continuity, with the fact that we are someone on whom others can count as having some characteristics or qualities.

The third element in the question assigned us has to do with the “how.” How shall we live? Evdor Dostoevsky once said that people who have a “why” behind their living can tolerate any kind of “how.” A college asks its community to ask

basic questions about the “why,” the meaning of life.

One evening I chanced to ask a philosophy professor who doubled as a college president what he was working on. “A book on deontological ethics.” A lay person, a friend of his and mine, gasped: what is deontology? We heard the answer: it is an ethic, a system of doing good, based on the Greek word for “duty.” “It makes no sense unless you ask about the ground of duty. And for that you have to ask questions about the meaning of life.” And off we went, talking about the limitless but not fruitless subject of the “why” behind the “how” of living. That is what goes on in serious classroom and living experiences, including encounters with the company of the dead—who live through writings—in a college library. This college would be descript in the way it urges such encounters.

Apply all this to education: how



Righteous

Martin E. Marty

A Nation

MARTY THE PUBLIC C

MARTY ROSENBLAU

WHAT DO WE BEL

HASELDEN AND MARTY *What's*

MARTIN
E. MARTY
editor

the place

WHERE THE SPIRIT

THE INFIDEL

MARTIN E. MARTY

shall we live? We know that higher education by itself does not always press values questions—at least not systematically—on students and faculty. Modern life is differentiated, specialized, chopped up—into disciplines, skills, majors, careers. But some colleges have at least aspired to and partly realized more nearly integral approaches to learning and living.

To be specific about this place, the analogue to Yeats' nation, Ortega's people, Erikson's group basis for continuity, Dostoyevsky's milieu for asking the "why" questions: Why pay attention to the roots of this college? John XXIII once told Catholic religious orders to reform "in the light of the intentions of their founders." They should work to discern the roots, so the branches would be strong. They should seek their distinctive "genius" or "character," as you busy yourself doing this year. No one can or would "go home again" to the founders, in their contexts—pre novocaine, telephone for reaching out to touch someone, CDs and Social Security. But people can engage in what Karl Rahner calls "selective retrieval" from the past. That is what goes on here as you recall past leaders, respondents, participants in the Agnes Scott community.

I have read much in your history this season. If we are to go to the

intentions of your founders, we could do worse than revisit the minutes of a meeting July 17, 1889, at the Presbyterian Church of Decatur, with the Rev. F. H. Gaines and Mr. George W. Scott present. The first recorded words were that after discussion someone moved and it was unanimously adopted: "Resolved, that we determine to establish at once a school of high character."

The word "determine" helps us locate the sponsors as Presbyterian. They led a predetermined existence that called them to acts of determination. It was also Presbyterian of them to intend to "establish" something, because their kind of Reformed Protestants were never easy unless they set up an institution of some sort or other. And they showed their eagerness to be described by throwing in the phrase "at once." Don't wait for definition to emerge, they told themselves. Most of all, the school must have a high "character," a genius of its own.

The charter of July 27 says: "The object of their association is to establish an institution of learning in the town of Decatur. . . for the moral and intellectual training and education of female youths." An institution of learning: they were pious, but this was not to be a church, not a vocational training center, not a self-protective Bible college. They were clear, those founders were, about what was needed.

In the first year Chairman Gaines wrote the still-quoted "Agnes Scott Ideal," further to clarify the intentions of the founders. George Scott endorsed this "Magna Carta" which was reaffirmed in 1939 and 1951 by later presidents and no doubt used for measurement of loyalty by your current president as well. This "Ideal" had many elements. Some which strike us are: "One: A liberal curriculum fully abreast of the best institutions of this country." It took WASP chutzpah to envision "bestness" so early in the game. The Ideal spoke of "the Bible as a textbook." Let me italicize the "a" not to

downgrade it by particularizing it, but to stress that the genius of this school in the mind of its founders was that they could risk their sacred scriptures among "the" texts.

There was and is talk about "qualified and consecrated" teachers: the third of those words may not be collegiately current, but the intention is translatable. I think the really great teachers have a sense of the sacred in their subjects and their students' minds. The Ideal wanted "a high standard of scholarship." The intention of the founders—still able to be reworked in a pluralist society where the 'Christian' cannot apply to all, was the notion that all the influences of the College should be conducive to "the formation and development of Christian character." Accent the character: learning by itself did not fulfill the intentions.

Of course they being Presbyterians would recall their Catechism, finally getting around to first things in Ideal Number 6: "The glory of God, the chief end of all." That's not bad for "the meaning of life." (There's a new book called *The Meaning of Life*. Hugh S. Moorhead collected book inscriptions from scores of people whom he asked for comment. Most admitted they had not the tamest idea how to answer.) The liberal Protestant theologian Harvey Cox had a memory that reached as did your founders: "The purpose of life is to glorify God and enjoy Him forever." Somehow. Lest anyone think that the founders used these themes to narrow things, note in the charter: all departments of the College "shall be open alike to students of any religion or sect, and no denominational or sectarian test shall be imposed." That was truly venturesome in 1889.

All in all: a descript college and concept.

Today some schools choose to go nonde-script, thinking that being undifferentiated will put them in a better market condition, so they can be anything and everything to each and to all. They end being "not one

modern life is differentiated, specialized, chopped up—into disciplines, skills, majors, careers. But some colleges aspire to more nearly integral approaches to learning and living.

thing or another." Robert J. Lifton has spoken of the Protean personality, after the god Proteus, who could and did constantly change shape and appearance. The Protean person or institution has no stable character around which to be dynamic; she or it "goes with the flow," and becomes anything else at any moment.

The descript school has a different charter. I should quote the rest of Pope John's word about reforming in the light of the intentions of the founders; he added, of their time, "to which you cannot go back." This being 1989 you ask what values are to be now. By values I mean the preferring of one means of getting there to other means; and that these preferences are grounded in our deepest beliefs. I want to point to six themes which have emerged in your history, and which can re-emerge if you stay descript.

First, such a college can help the person find vocation. This is a liberal arts college, not a vocational training school, but it helps people locate their calling. Ortega feared, as if for today's collegians, that they would be more interested in the "social schema of a career" than in the vocation to live a whole, fulfilling, integral life. This is a college, a place for coming and reading together; it is not a place of cells for solipsists.

Add to this the ideal of responsive education. The Presbyterians of old would have said "responsive," but they also meant responsive. The participants are aware of the role of the past, of parents, of roommates and faculty members, of authors who wrote their books, and of sages who press the social character of truth upon them and ask them not merely to admire but to react, to act.

Descript education is located education, which means, it seems to me, that a college like this one situates itself between the solitary self and Leviathan, the mass and the monster. Edmund Burke spoke of such institutions as "little platoons," inns or resting places between the

individual and the larger country and world. The college partakes of the larger society's meanings, but it also creates a kind of shelter for trying out the ideas and elements of ethos.

At the same time, the intentions of the founders were to help the students find larger meanings, which we can here call a global or cosmic or universal context. They did not think that Decatur or Agnes Scott was the be all and end all of existence. It was a place to be in order to encounter a larger world. Here people were to study, are to study, the created order, to ask questions of its survival. "How shall we live?" becomes "shall we live." Here they relate their "little platoon" to the larger forms of human society, the "many centers" which novelist Thomas Mann said would make up the world. They take the day to day meanings and attempt to go deep, taking the chance that they will better meet people of convictions, of deeper convictions, on profound as opposed to superficial levels.

Liberal learning, they knew—and you know if your values are descript—is problem-oriented learning. Liberal arts curricula do not preoccupy themselves with imparting skills, though they have nothing against practical abilities and preoccupations. But they focus not on textbook answers to yesterday's world, but in helping the constituents, chiefly the students, learn to locate and isolate a problem, to define it, and to begin to address it.

And a descript college has some idea of the character it would see formed and would help form. French novelist Stendhal said that you can acquire anything in solitude except character. One tests values, preferences, beliefs, and character in the company of others. Aristotle said that the good person is someone who habitually does good things through good means toward good ends. College is a place where you debate the "good" while becoming habituated to its pursuits—together.

Remember John XXIII's words:

he Protean person or institution has no stable character around which to be dynamic; she or it "goes with the flow," becoming anything at any moment.

"you cannot go back." It is possible, however, that the founders knew some things back there already that we do not know as yet. By being descript they gave you a fighting chance not to see your college, its curriculum and character, or you, be lost to the mist of nondescriptness which surrounded them and surrounds you.

Happy second hundred years.

Called "the most influential living interpreter of religion in the U.S." by Time magazine, Dr. Martin E. Marty, Fairfax M. Cone Distinguished Service Professor at the University of Chicago's Divinity School, gave this year's Founders' Day address.

Dr. Marty is currently president of the American Academy of Religion, as well as the Park Ridge Center, an institute for the study of health, faith and ethics.

The author of forty books, Dr. Marty won a National Book Award in 1972 for Righteous Empire. He is also senior editor of Christian Century, where he has worked since 1956.

The recipient of over 25 honorary degrees, he is an elected fellow of the American Academy of Arts and Sciences and an elected member of the Society of American Historians and the American Antiquarian Society.

He is currently engaged in a five-year study of world fundamentalism, a project he chairs for the American Academy of Arts and Sciences, funded by a MacArthur Foundation grant.

The Moral Life of Children

B Y

R O B E R T

C O L E S

The prayer of a six-year-old black child, uttered daily

before an angry mob opposing integration in New Orleans,

Lawrence's lessons of Santa Claus on the night of the

basketball game in Atlanta—these moments of “sweet

pain” gave researcher Robert Coles important insight into

the “culturally deprived and the culturally disadvantaged”

and linked him, and them, with the Dietrich Bonhoeffers and

others who travel “this moral journey called life.”

It always means a lot to come back to this city where in many ways my life and my wife's life were shaped. We came here as a young couple twenty-eight years ago to begin a life in this city and in New Orleans, working with the children who began school desegregation in the early years of the civil rights movement. We spent our time in four schools in this city—the high schools that federal Judge Hooper insisted be desegregated in the fall of 1961.

A couple of years ago, the Harvard Club of Atlanta had me come back and speak at Grady High School, which I used to visit when Lawrence Jefferson went there. Lawrence lived on Ponce de Leon Place, his father a janitor, his mother a worker in a little factory making bowla-bowla rackets: paddle, plastic band, little ball.

Boy, did someone like me trained in child psychology and psychoanalysis, did I learn something in this city! In New Orleans, also, I was getting to know little black children who were going into the schools there.

Those of you who saw “Eyes on the Prize” met Ruby Bridges, whom I regard as an important mentor and teacher in my life. This six-year-old girl whom my wife to this day calls



upon as she thinks about children, called upon her when we were bringing up our children. We learned maybe more from her than from maybe all those Harvard professors, certainly more from her about life and struggle and hatred and stoic endurance. A little girl in elementary school, totally boycotted; a mob greeting her twice a day, telling her they were going to kill her; and her willingness to pray for people who wanted to kill her. That's what I found out from this little girl whose parents were illiterate.

They were black sharecroppers, tenant-farming people who came into New Orleans and taught their little girl to pray for that mob, which never ceased to appear at 8:30 in the morning and 2:30 in the afternoon. To hear a six-year-old child explaining why she wanted to pray for them, while I, a smarty shrink, pressed her—all that effort to try to understand how her mind worked. She was teaching me about the mind, all right.

I'll come back to Ruby, but let me tell you what happened. I will never forget going to the high schools of Atlanta and finding no mobs in any of the high school neighborhoods. Why?

There had been mobs in Little Rock; in Quinton, Tennessee; in New Orleans, why not in Atlanta? Do you think it's because the city of Atlanta had mobile mental health units running around trying to get people to talk about their problems so they would get a little bit of psychiatric help and not join mobs? In the 1950s Americans were told that you need a lot of time. Only over the generations will these hatreds disappear. Suddenly in a southern city, mobs were not there. What happened to the attitudes?

I remember the campaign that preceded the desegregation of the Atlanta schools. A mayor, a business community and a newspaper—very important that newspaper—all decided that this must not happen again. And it didn't. To someone

like me, trained in psychoanalytic psychiatry, it was fascinating to watch the changes in a community that were not wrought by individual psychotherapy—political changes, social changes, economic changes.

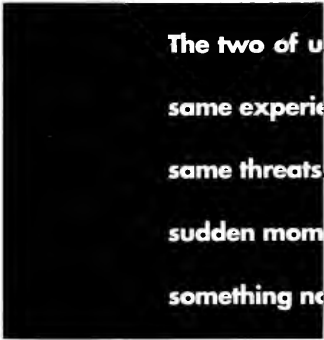
I remember going to the first [integrated] extracurricular athletic event at Grady High School. I remember sitting on the front row with 16-year-old Lawrence Jefferson, spitballs being thrown at us. I remember turning to Lawrence and saying, "Let's go and sit up there," pointing to an exit sign. He wouldn't move. And I kept telling him that I really thought we'd

what made him so reluctant to use a little common sense, to get out of that chair and sit in another place."

Well, you know what minds like mine would think: He was denying how frightened he was, pushing it aside.

We got home, and we sat there. And I said to him, "Lawrence, before the game, that was quite a turn we had." He said to me: "Not particularly." I said, "It was terrible there for about five minutes." He said, "Not particularly."

And I thought to myself, what do those words mean? People like me are always asking why people use [particular] words. And as he said



The two of us sat there, going through the same experience, the same words, the same threats. What for me had been a sudden moment of horror, for him was something not special, but all too ordinary.

get a better view of that basketball, and he wouldn't move.

Finally, I remember pulling at him and saying, "Lawrence, let's go." But he said to me, "If you want to go, I'll meet you after the game." By this time I had mobilized the whole psychiatric literature in my mind. I knew about his problems, and I now was learning something about his defense mechanisms. I stopped asking him to move our seats. I sat back in my chair and he in his, and we watched the game.

Afterwards, I took him home in my car, and I thought to myself, in the self-important ways that are not totally uncongenial to people like me, "I have to talk with him about

nothing, I decided to remind him about what we had just gone through, to point it out to him. That's typical of people like me—to point things out. "Some of those paper planes had pretty nasty words on them, the spitballs, the threats. It was scary! Really scary!!"

He said, "Not particularly."

I said, "Lawrence, the police finally came, that's why the game got going."

He didn't say anything. Then in a moment of noblesse oblige, I thought that I would help him out by talking to him another way. I said to him, "You know, Lawrence, I was scared there for a moment." If I could acknowledge this, then maybe it

would be easier for him.

He looked at me, and he said, "I know you were."

I said, "Ah, well, Lawrence, and how about you?"

That was his key. It started out word for word like this, and I can go over the years and still see the moment, the two of us in that sparsely furnished apartment.

He said, "You know, when I was about six years old, my mom took me to Rich's to see Santa Claus."

And I looked at him, and I thought, "My Lord, what's that got to do with what we're talking about. This is an inappropriate kind of comment that has me worried." I

turned to Lawrence and his mother and said, "You two should behave yourselves. You two should be glad to be here and not be moving around like that! Look what you did to my daughter's shoes!" At which point, Lawrence told me, his mother grabbed him and took him home, so he never saw Santa Claus. She took him home, and she gave him the beating of his life.

We are now entering that intersection between history, family life, and memory. She beat him, and then she said, "If you don't watch yourself, you're going to die." If you don't behave yourself, you're going to die. An American mother, a black

taught children: reality.

When he finished telling me that, Lawrence looked at me, and had mercy on me.

I must have looked vacant. He said to me, "You see, Doc, tonight it was sweet pain."

I almost said, "Why do you say that?" but something told me to shut up and learn from that moment.

The two of us had sat there, going through the same experience, same words, same threats. When he said "not particularly," he meant, "Bobby, every other day, I know this." What for me was a sudden moment of horror, for him was something not special, but all too ordinary.



thought to myself, "I'll let him finish what he's going to tell me and then learn why he had to go off to his childhood."

"We went to the store," Lawrence said, "and we stood in line." (I later learned that Rich's had allowed black and white children equal access to Santa Claus without the need for a Supreme Court decision.) Lawrence and his mother were standing in line and suddenly he got a little fidgety, so fidgety that he happened to step on the toes of a little girl who was white, and he dirtied her shoes. (The symbolism of this was worthy of Flannery O'Connor.)

The girl's mother got upset and

mother, a southern mother, teaching her child politics, sociology, human behavior.

Let me tell you about his mother, Wilhelmina Jefferson. She was born in a little town in South Carolina. She remembered getting off the sidewalk as they came down the street. And she had a memory, at the age six or seven of seeing a body hanging from a tree and her father saying to her, "That's what can happen." This is in our century, in our beloved country.

That was her memory, and now she was teaching her child, as parents over the centuries have

To discuss the moral life of children, or youths, or all of us, what are the assumptions we have about behavior? How are we to behave? How was Ruby to behave when a mob told her they'd kill her?

After a couple of months of this, her schoolteacher, who had Ruby in the classroom by herself, said to me almost complainingly, "I don't understand this girl, she seems so cheerful. She comes here so eager to study. Look what she has to go through. Seventy-five men with guns have to get her into this school. And she smiles, comes in, and wants to learn how to read and write. Her appetite holds up, she tells me she sleeps well. I've seen kids in this hitherto all-

white school come here and they're not going through mobs, and they have their troubles like some children have their troubles," she says to me.

The teacher then turns to an expert, all those poor, intimidated teachers all over America turning to these experts; not to mention all of us intimidated parents turning to these experts, and these experts, who don't often show an enormous amount of humility, give us answers. Boy, do they have answers! Books full of answers—telling us what to do and when to do it, marching us through stages and phases, giving us explanations. World without end.

I said, "You know, sometimes when people are in a lot of trouble, they mobilize every ounce of psychological strength they have to deal with that trouble. This can last and last until eventually it begins to wear thin, and then they start getting into trouble and they develop symptoms." Which is, of course, what I was there to document so that I could write a paper and, niche in my belt, read this before a psychiatric association.

She said, "You mean that because Ruby seems to be doing so well that means she's in trouble? And when she starts getting into trouble that means she's probably getting a little better?"

And I said, "Yes, that's what I mean. That's right. You've got it!"

One day she saw Ruby stop in front of that mob and open and close her mouth for a whole minute. And the federal marshals were trying to get her into the school building. "I asked Ruby what she said. And she said, 'I wasn't talking to them.'" And the teacher said, "Well, who were you talking to?" And Ruby said, "I was talking to God!" At which point the teacher stopped cold in her tracks and said, "I thought I'd better let you continue with that questioning." I thought to myself, "That is a wise teacher. She knows when to let others take over."

That evening my wife and I went to the Bridges' home, and Ruby and I sat at the kitchen table drawing pictures. I have been sitting and drawing pictures with children now for a long time. At that time black children were showing me what their world was, and eventually white children would show me the same when they came back to the elementary school where Ruby went; but it took them a whole year to come back.

Anyway, that evening, as Ruby and I sat drawing pictures, I suddenly turned to her and said, "Ruby, your teacher told me you were talking to the people in the street this morning before you got into school."

And she said, "I told the teacher I was talking to God!"

I said, "You were talking to God, Ruby?"

She said, "Yes, I was!"

I said, "You do that often?"

She said, "Very often."

I said, "Ruby, why did you talk to God this morning in front of that mob?"

She said, "Because I forgot to talk to Him two blocks before the school, the way I usually do."

I said, "What do you mean?"

She said, "Well, the marshals told me that if I just say my prayers before I get to the building, that's fine, but I should not stop and say a prayer in front of that crowd." And then she told me that every morning she said her prayers two blocks before the school and then two blocks away from the school in the afternoon at 2:30, at which point her mother intervened and said, "She also prays for those people in the evening."

I said, "Prays for those people?"

Ruby said, "Yes! I pray for those people."

I said, "You do?"

She said, "I sure do!"

I said, "Ruby, do you really feel like praying for those people?" Isn't that what you'd expect for me to ask?

She said, "I do."

I said, "After all the horrible

things they say to you everyday?"

She said, "I sure do."

I said, "The terrible things they say to you everyday."

She said, "Well, don't you think they need praying for?"

(I thought to myself, "That is an interesting dodge! I will, by now having known this girl for a few months, help her to get around that corner of her life.") I said, "Well, Ruby, they may need praying for, but I wonder why you should be the one who prays for them." (Getting closer to how she feels, the ultimate truth in this fight.)

And she looked at me, and she said, "Well, I'm the one who hears what they say."

I then countered, "Ruby, you may hear what they say, but that doesn't mean that you need necessarily want to pray for them, given what they say." (Don't you think it was helpful that I kinda qualified that point a little bit with her?)

And she said, "Well, I feel like praying for them."

I said, "Do you pray for them a lot, Ruby?" And then I made the point that this was after all, three times a day. Then with her silence, I decided to take a new tack. I said, "Ruby, what do you say in this prayer?"

She said, "I always say the same thing."

(At which point I am sure the old physiologist, if he had electrodes connected to me, would have noticed dilatation of the pupils, slight increase in the blood pressure.) I said, "What's that?"

She said, "I say, 'Please, God, try to forgive them, those people, because they don't know what they are doing.'"

I hope that in this campus with its tradition, that there's a certain resonance to that prayer. There was in my moment with Ruby. I remember thinking to myself, "I've heard this before. I've heard my mother use those words." I then asked Ruby why she chose to say that, and she gave me her

biblical exegesis.

This six-year-old little girl said to me, "Well, you see, when Jesus had that mob in front of him that's what he said. He said, 'God please try and forgive them because they don't know what they're doing.'"

And I said, "Well, Ruby, where did you hear that?"

She said, "I hear it all the time, I hear it in church . . . my mummy and daddy told me that that's a good prayer to say in front of those people."

Now, you and I know that this little Ruby Bridges came from a very poor black family, uneducated, hadn't gone to Agnes Scott, or

heal them, to teach to them, to make them part of one's life.

With whom did he associate? Not that time's equivalent of Ph.D.s and M.D.s and all those other letters with periods after them. He took as his friend, as his drinking buddies and eating buddies for the bread and for the wine, fishermen, peasants. He reminded us that the first can be last, even as the last can be first. This, Mr. and Mrs. Bridges knew and taught their child in the tradition of the blues, of witnessing and testifying

Ruby's age we are told that moral thinking is the preconventional stage of moral development—the beginning of the walk up the ladder of moral development. She or he imitates, reflexively obeys, copies.

Few people get to the top rung of the ladder—that's the postconventional stage. Gandhi got there. Albert Schweitzer got there. Atlanta, desegregation of the highest stage of moral development, and Dr. King got there! But most people don't get to the postconventional stage of moral development. Most people, as Yeats put it, slouch toward Bethlehem.

One hundred fifty years ago at

**"Well, you see," this six-year-old girl said,
"When Jesus had that mob in front of him,
he said, 'God, please forgive them because
they don't know what they're doing.' " They
taught her that prayer—and she prayed.**



Harvard, or all the other fancy colleges in America. In the sixties we started calling people like this culturally deprived and culturally disadvantaged. Oh, did we come up with words for them. Nevertheless, they were telling their child to pray. They knew by heart a passage from both the Old and New Testament. They knew by heart passages from Amos here, a passage from Jeremiah there. They knew the Beatitudes. They knew the ministry of a rabbi a couple of thousand years ago, his life, how he lived it: to live among the humble, the lame, the blind, the unpopular, the banished, the rebuked, the scorned, the humiliated, to pray for them, to feed them, to

and hard, hard praying. They taught their daughter that kind of prayer—and she prayed.

Now, you know here in this college and in all the other colleges all over America that there are courses in moral development, aren't there? And this lecture is—purports to be—a lecture on the moral life of children. I can give you a technical language and provide you with the stages that I'm sure some of you students know about. I don't in any way deny the validity of those stages, which are meant to tell us about moral thinking—I say *thinking*.

Thinking is not conduct. Thinking is thinking. How we behave is not necessarily how we think. At

Harvard, Ralph Waldo Emerson gave his American scholar essay in the form of an address. He made a distinction that we all should remember here as you celebrate your hundredth anniversary—the distinction between character and intellect. They are not the same, Emerson reminded his audience. One can be brilliant and not necessarily good. Character, he said, is different from intellect. It's higher; it is not the same.

And, my great hero, William Carlos Williams, again and again in his poetry reminded us that ideas are not to be equated with "conduct." One can have great, wonderful ideas, and, oh, not necessarily be a good person.

When my wife and I left Ruby's home, we went to the Napoleon House Bar, two blocks away from Jackson Square—still there, good drinks, wonderful classical music. As we sat and drank, my wife suddenly said to me, "What would you have done if you had to go in the Harvard Faculty Club and fight your way through a mob?"

"What do you mean?"

"Well, what would you do?"

"I sure as hell wouldn't pray for them."

She said, "Of course you wouldn't. What would you do?"

"I'd call the cops."

Ruby couldn't call the cops, that's why there were federal marshals there. The Louisiana police had refused to protect her. "The next thing I'd do is get a lawyer." Ruby's parents had no money to get lawyers. "Third thing I'd do if there were a mob harassing me, is to turn my formidable education on this mob. I'd mobilize the social sciences. Who are these people? What are their problems? They're neurotic. They're psychotic. They've got character disorders. They are acting out."

Ruby had no warriors, no policemen, and no social science, psychiatric or psychoanalytic vocabulary.

The fourth thing someone like me does is write an article about what he's gone through, or a book!

None of that for Ruby. Prayer for Ruby. Calling upon the Hebrew prophets and Jesus of Nazareth in her life. Now, I have to remind you of something as I begin to wind this down. This is the twentieth century we've been living in. We've only got another eleven years left of it, and some of you, like me, are old enough—the students have parents who are old enough—to have lived at a time when Germany was ruled by the Nazis. That was a half a century ago, wasn't it?

You and I must remember, always, that Germany was the best-educated

nation in the world when Adolf Hitler took power in January of 1933. It had fewer illiterates than any other of the western nations. Indeed, it had virtually no illiteracy. The high schools were excellent. This was the nation of Goethe and Schiller, of Beethoven and Brahms, of a great philosophical tradition. The Nazis took over an educated nation; it is a matter of history that ought to be engraved in our minds what happened between the Nazis and the intellectuals and the professional people.

Three thousand doctors and lawyers worked for the SS in the concentration camps. Great names—

teach you. We'll make you virtuous. We'll help your moral life," that's what we have to think about. That's our moral legacy of this century, a very important one.

Dietrich Bonhoeffer, the German minister who took up his own kind of arms against Hitler, died in a concentration camp. He was in this country studying at Union Theological Seminary when Germany and England went to war on September 1, 1939. He chose to go back to Germany to stand up against Hitler. If you read his letters, he is haunted by what Tolstoy was

We'll never be tested the way they were.

But we are tested all the time, aren't we?

In how we behave with one another, in

how we drive, in how we act, in whatever

we are . . . as we slouch toward Bethlehem.

in psychoanalysis, Jung; in philosophy, Heidegger; in law; in journalism; in the clergy—held hands with the Nazis, worked for them, celebrated them, apologized for them, did their bidding. Isn't that what totalitarianism has taught us? When the all-powerful state bids acquiescence, bids moral turpitude, bids moral evil, the educated minds, even some well-analyzed, educated minds, bow and say, "Yes. Yes. We'll go along. To get along, we'll go along, and to get, we'll go along." That's reason humiliated by power and convention and social pressure and intimidation.

So the next time someone tells you, "Well, you come here. We'll

haunted by—the knowledge that he, a member of the intelligentsia, had to look around and see what could happen to the intelligentsia. On the boots, of the mighty, entered in a world.

When I think of Ruby these days, I think of Natan Sharansky, how he stood up to the gulags. They put him away in one of their prisons, this Jew, who could not forget the prophets of Israel who stood outside the gates criticizing the horrors they saw in their time. Horrors which are in all of our worlds, aren't they? Injustice, arrogance, smugness, callousness.

Sharansky and Ruby. Christian. Jew. Man. woman. Russian. American. White, black. All those differ-

ences that we spent so much time making so much out of. Both of them, faced with a horror of hate and meanness, stood up and said, "We shall overcome!" Ruby and Sharansky, as well as Dr. King, and hundreds and hundreds and hundreds of others whom I remember in this city during the days of SNCC, the Student Nonviolent Coordinating Committee. The Mississippi summer project, 25 years old this summer, those glorious moral days in our history, and an Agnes Scott graduate, Frances Pauley [27] running the Georgia Council on Human Relations, stood with us in her sixties, standing up as she did, at a time when it wasn't so

He's a poet. Everyone thinks he's a great, sensitive, marvelous writer, physician, whatever. He knows his own moments of moral blindness, of egoism. As Walker Percy puts it, "the great sock of self." Oh, to fight that off is a lifetime's challenge. Isn't it for all of us, no matter our years of training?

There's a wonderful subtitle that Walker Percy had for one of his collection of philosophical essays, *Lost in the Cosmos*. (You know where he got the title, he's been watching too many Carl Sagan PBS programs.) The book is a wonderful series of essays by an American novelist, who is also a great moral philosopher. He

SATs. Goodness of heart, thoughtfulness, a bit of affectionate response to the strangers among us—and in certain ways we're all strangers to one another—with those qualities, the cramming schools, the universities, the professors, find themselves in the same boat as Ruby and Sharansky, all of us, on this moral journey called life.

It is always nice for me, I repeat, to come back to this city that so much helped my wife and me to find our bearings. As I was being driven through the city this afternoon and had all those memories, I thought to myself, the 'Atlanta Ten' as they were called, may have helped desegregate the city of Atlanta in '61 and '62; they sure helped my wife and me as we did our slouching, as we continue to do our slouching, toward Bethlehem.



easy for someone like her—maybe for any of us. That was possible, that is still possible for human beings.

Let us hope and pray that in our moments of testing we will be able to acquit ourselves as Ruby or Sharansky did. We will never be tested—Lord, Lord, let us pray—the way they were. But we are tested all the time, aren't we? In how we behave with one another, in how we drive, in how we are as students, as teachers, as doctors, as workers, whatever we are.

Williams has a beautiful moment, a haunting moment in "Paterson." A doctor is in his office; it's Williams.

originally had a subtitle to that book which his publisher would not use. And I can share it with you, I hope, and not unduly offend some of you with one word that I'll use. But the original subtitle that the lawyers said couldn't be used went: *Lost in the Cosmos*: or why is it that Carl Sagan can tell us within two millimeters how far the planet Earth is from the planet Jupiter and still be such an asshole?

By which he means not only Carl Sagan, but Walker Percy. He means this speaker.

He means, I fear, all of us.

Factuality we can command.

Degrees we can get. We can cram our way into higher and higher

Robert Coles is "one of the very few scholars who has managed the surpassingly difficult and complicated task of remaining a scholar while personally participating in the civil rights and anti-poverty movement," said one writer. This noted child psychiatrist and author won the Anisfield-Wolf Award in Race Relations and Phi Beta Kappa's Ralph Waldo Emerson Award, among others, for his book *Children of Crisis*, in which he first introduced Ruby Bridges.

Robert Coles was born in Boston and educated at Harvard and Columbia universities. He is currently a professor in psychiatry and medical humanities at Harvard Medical School.

In addition to his duties there, he serves as a consultant to the Ford Foundation, the Southern Regional Council and Appalachian Volunteers. He is on the board of numerous other foundations, including Reading is Fundamental (RIF) and the Twentieth Century Fund.

Dr. Coles is the author of over thirty books and a contributor to many periodicals and professional journals. He is a member of the American Psychiatric Association and Phi Beta Kappa and a fellow of the American Academy of Arts and Sciences.

WHAT IN THE WORLD SHALL WE TEACH?

Every culture has its own set of ideals, virtues, and habits necessary if that culture is to function. The education of citizens always takes place within that moral context. So our problem is a very difficult one. We have to understand rather well the system for which youngsters are being educated, whose furtherance, whose improvement, and whose, in Jefferson's words, "revolutions" they will be responsible for achieving. (Jefferson believed that a society based on free persons ought to have a revolution, a return to its originating values, every eighteen and one-third years, that is, in every generation.)

Well, it's not so easy to understand a system such as ours. It is a human and imperfect system. But it has a novel design and a novel set of principles, which enable it to make slow but steady progress.

The framers were so aware of the originality of the American experiment that they stamped notice of it on the very seal of the United States. (You can see it on the green side of the dollar bill, under the pyramid.) They expressed it in Latin: NOVUS ORDO SECLORUM, the new order of the ages. As James Madison wrote in Federalist 14, the people of the United States "accomplished a revolution which has no parallel in the annals of human society."

Still, I suspect that if I were to

Because republican—representative—government

B Y

demands republican virtue, educators must

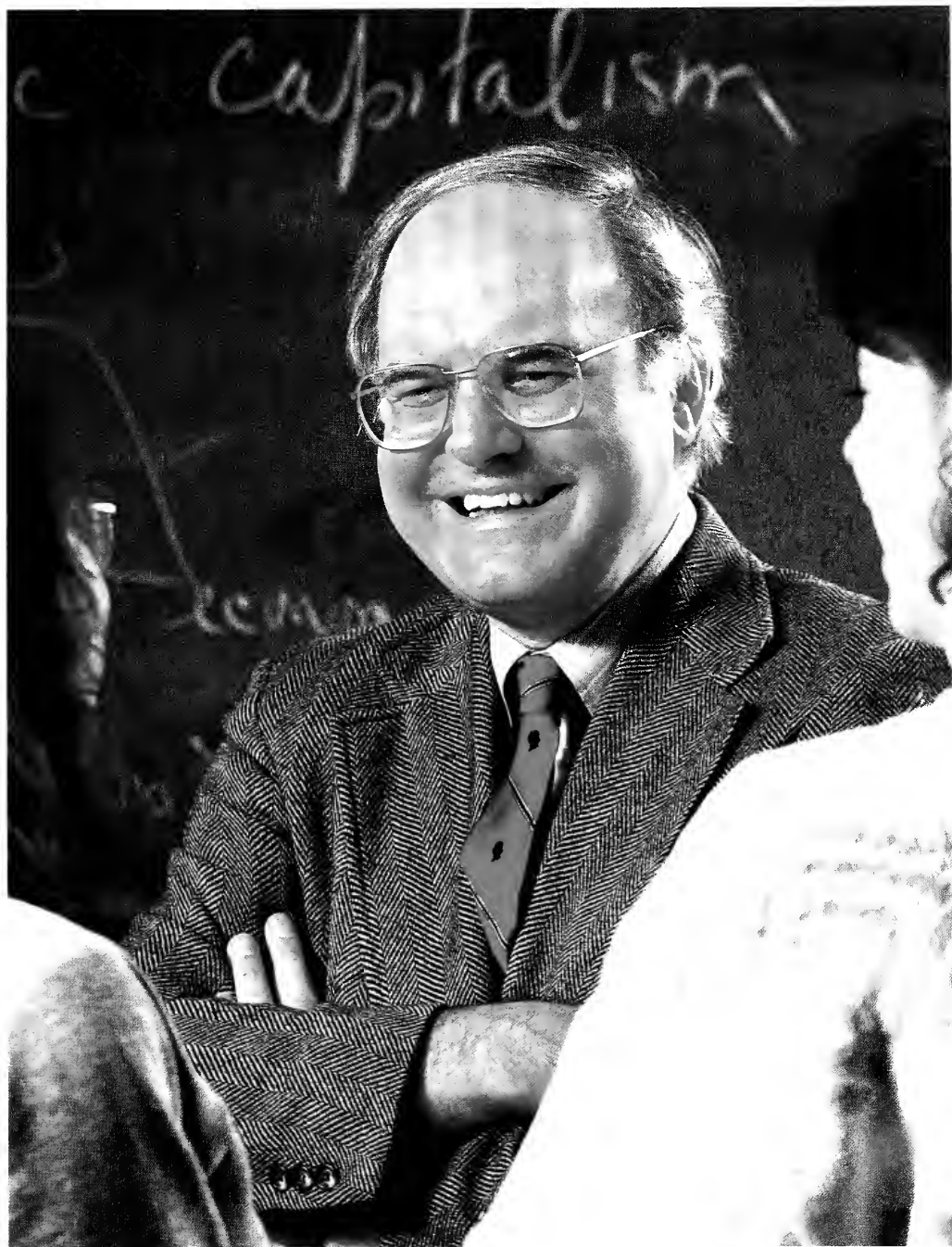
M O D E L N O V A K

mold and nurture those with whom they work.

hand out blue books to all of you just now, and ask you to take three minutes and write down, "What is the new order?" and then to take another three minutes to answer, "What's new about it? What makes it different from Great Britain, or France or Germany or anywhere else on earth?" I wonder how many of you could do so.

In the next-to-last draft of the seal, instead of "novus ordo seclorum," the framers first tried the

motto: 'Virtue.' For them this word had a specific meaning deriving from Aristotle, Cicero, and the traditions in which they were remarkably learned. Their point in emphasizing 'virtue' was a very practical one. Most philosophers have said that democracies couldn't work. Every republic in history had failed, they noted, often within a single generation. The framers well knew that if the citizens of a republic did not practice self-discipline and self-



government regarding their own passions, prejudices and desires, then they couldn't possibly practice self-government in public life. If you can't govern yourself, how on earth are you going to govern a republic?

For that reason they wanted to remind their fellow citizens that the notion of establishing a successful republic apart from virtue is, as Madison put it, a "chimera," a dream, a fantasy. If judges won't be honest, if legislators can't get by their own personal ambition, if citizens can't think beyond their own pleasures, there is no way a cooperative free republic can go forward.

Republican government, in short, demands republican virtue. This is the point that Martin Luther King, Jr., emphasized when he expressed the hope that one day black children, like all others, would be judged not by the color of their skin, but by the content of their character. Martin Luther King, Jr., came from the same intellectual traditions as the framers, and he understood these two key words as they understood them. Virtue and character.

Indeed, for some one hundred and eighty years, the word 'character' was the central word in American education and American culture. You hear the echoes of this in the classic hymn, "Confirm thy soul in self control, Thy liberty in law." That's what the framers meant by virtue. Doing this habitually, regularly, is to have character.

Then quite suddenly, as James Q. Wilson has pointed out, first in the 1920s and then with a great burst in the 1960s, a culture based on self-mastery and self-control gave way to a new morality based on self-expression. Being self-controlled and self-mastered was suddenly considered to be square and upright. Being cool, loose and groovy, doing what one felt like when one felt like it, was considered "liberation." What Americans in prior generations

would have thought of as slavery—giving way to your feelings and your passions—was now taken to be liberation.

The consequences of this cultural shift are now visible and all of its ill effects are widely deplored. So the original beliefs of the framers now seem much sounder than they did twenty years ago. We've learned through hard experience that without private self-government in our personal life, public self-government is just not possible.

The Statue of Liberty is a good example of what Americans mean by freedom, even though it was designed in France. Put yourself in the place of the sculptor given the assignment to celebrate the distinctive American idea of liberty, different from what "liberté" means in French. What sort of image should he create?

First, being French, he knew liberty would have to be symbolized by a woman, not a warrior. For the French, a woman is the traditional symbol for wisdom. Wisdom is further signified by her holding in one hand a torch, representing light against darkness, storm, ignorance, passion, bigotry, hatred. And in her other hand is a book inscribed "1776," meaning the Declaration of the "Truths We Hold." This is a distinctive idea of liberty, liberty through reason: ordered liberty.

And look at the face of that woman: severe, resolute, purposeful, she knows exactly where she's going and where we're going. (Hers is the face of every third-grade teacher in the history of New York City.) She does not represent libertinism, that Lady; it is ordered liberty that she represents, liberty in law, soul confirmed in self-control.

Such a vision is not limited to one country. It may have been celebrated first by the American experiment, but something in it appeals to the entire human race, every member of which is capable of that liberty. That is what the French saw so clearly.

Today, however, regarding the

teaching of virtue, we face a problem, namely that the vast majority of Americans are religious, and of that small percentage that is not religious, most pride themselves on high ethical standards. In so pluralistic a nation, we each learn values, virtue, and character in different languages and different traditions. The Baptists stress virtues and values that the Lutherans don't. Episcopalians and Methodists stress still others. Catholics and Jews others again. And in our different ethnic traditions, emphasis is also diverse. Jews from Eastern Europe are not like Jews from Spain. Blacks from different cultures in Africa differ from black cultures here in the United States. Slavs and Italians and Latins and Japanese are not quite like Anglo Saxons.

We differ in our languages, in our response to optimism and pessimism, in the emotions we like to show in our worship, and in the images and cadences we use with words like "family," or "brother," or "sister," and a whole host of other words.

Well, cultures differ, along a whole number of indicators. And the problem is that in public it's very difficult to speak about all these differences. So when we speak together, we can't just speak our own particular language; we have to adapt to the others in the group. Unfortunately, the easiest adaptation is to speak at the lowest common denominator, to find something there so neutral that we can all agree about it, even on a very low level. That can sometimes be like standing in eighteen inches of peanut butter. It doesn't allow us to express our deepest feelings and our deepest commitments and the nuances of our thoughts.

Therefore, in public education, in a large pluralistic school, or even in a school as small as Agnes Scott, it is difficult to speak to the variety in our midst. We have got to devise, in a pluralistic culture such as our own, a new way for celebrating both our unity as a planetary people coming from everywhere, and our capacity to

understand the differences that each of us brings with us.

This attention to pluralism means that we are going to have to accept a more lively argument in the public forum. We are going to have to allow each of us to speak in her or his own particular voice. At the same time, we must each try to reach a deeper understanding of one another. One route is to boil everything down to the lowest common denominator, a very shallow way. Another is to take pleasure in and to enjoy the differences among us, because each of these differences teaches us a new way of looking at things. That way we come to appreciate our own way of being, and why we don't feel the same way about certain public events that others do, or why we react differently and sometimes in ways we can't explain entirely, even to ourselves.

If we are able to do this, our public forum will be very lively indeed—lively with the multiple voices in our midst. And our society will be alive with argument. The trick will be to keep our arguments civil, not to

enunciate our differences so as to intimidate others, but so as to find a deeper level in which to join together with others.

Now such an effort will also have practical effects. What is it, for example, that makes so many of the new Asian immigrants to the United States show superior performance in our educational system? It's incredible, the test scores and the results they achieve. We've seen nothing quite like it in such numbers. What causes this? All signs point to a strong family life, strongly emphasizing self-discipline and a commitment to excellence. That is to say, all signs point to the formation of character in the family. For education cannot occur apart from the efforts of the student. Merely hearing information isn't enough. One must labor to master it, to appropriate it, and to make it part of the fiber of one's own mind. The point of education is to change one's self.

As Plato said, learning is like giving birth, like midwifing a change in one's self. Education is not just learning some information to pass a

test; it's learning to think in a new way, to feel new feelings, to learn new judgments, and new points of view, which forever alter the ways in which one looks at things. The point of education is to change one's own being, and to change one's own habits of seeing.

Character is thus basic to all successful education. You won't acquire it unless you apply yourself, involve yourself, and hold yourself to high standards. Character is also, of course, basic to all successful civic life in a democratic republic, because if we are not responsible citizens, there's no one else to govern. We, the people, are sovereign. If we can't discipline ourselves and be willing to pay for what we want, then we're simply bankrupting ourselves. And that would mean the collapse of the idea of self-government.

This, at least, was Jefferson's view. Consider the emphasis he placed upon character formation in the statutes of the University of Virginia, for which he wanted along with the Declaration of Independence most to be remembered.

Attention to pluralism, to national diversity, means

that "we the people" are going to have to

accept a more lively argument in the public forum.

What is character? Character doesn't mean the part a character plays in the movies. It means the bundle of habits, a stable disposition, that makes our actions predictable to others and to ourselves. As when someone says, "That's not like her," or "That's out of character."

Part of character is a gift, as when people recognize that they owe more than they can ever say to their mothers and fathers because when they themselves were too young to choose, their parents formed in them good solid habits. But part of it also comes from our own self-conscious decisions, when we begin to choose what to do with the gifts we've been given. We can go against them, we can rebel. We can strengthen parts of what we learned from our parents, diminish other parts. We can turn our attention in a thousand new directions. In that way, we partly create ourselves. We create our own character. This is the central business of human life, especially in a self-governing republic.

This is what Martin Luther King, Jr., meant when he spoke of "the content of their character." Our framers, like King, understood that there are such things as good characters and bad characters; when they talked about character, they obviously meant good character.

What is good character? The point occurs in the very first paragraph of the Federalist Papers, in which Hamilton writes that it "seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice" More than any other people in history, the early Americans wanted to build a civilization by multiplying acts of reflection and of choice.

"Reflection" means looking back on the past and seeing alternatives in

it, wishing you had not done this and being glad you did that. Then you must "choose"—choose among the alternatives which ones you approve of, and which ones you are sorry for. Similarly, it means looking ahead to the future and reflecting on various alternatives. Reflecting means seeing different possibilities. Where will you live ten years from now? And what religion will you be? What will be your politics? The chances are, these are not fixed. You could have a big change in your political views or your religious views.

Nobody can be reflective all the time (thank God). But you want to increase the number of reflective, chosen things you're doing, so that you're reliable. You want to be the sort of person, that when you say something, people know you mean it, that you have thought about things, that you are worth listening to. And when you've made a decision, you've made a decision. (A friend of one of our children once said of her mom: "There's no use asking her that; I know my mom. When she makes a decision, she

To acquire a good character is to keep as much

of life open to being reflective and to making real

choices as possible, and not acting thoughtlessly.

It's extraordinary to be a people in a country with that much openness. It is sometimes frightening. There are times in life when we can't find a purpose. There are too many purposes, and we don't know which to choose.

Reflection and choice are the two key constituents of character. To acquire a good character is to keep as much of life open to being reflective and to making real choices as possible, and not doing things by whim, by bigotry or by passion.

means it." The mother was quite proud to hear that. Well, she should have been. It meant her daughter thinks her mother is reflective, and that when she makes a choice, she's thought it through.)

How do we teach character? First, we have to talk about it, emphasize it, call attention to it. Out of the blooming, buzzing confusion of life there are only so many things a person can concentrate on. Character is the most important, because it affects everything else. We've got to

select out from experience the importance of habits, of self-discipline, of self-mastery, of character. Because otherwise, most just don't pay any attention. The young don't know the price they will pay later for not paying attention to it now. For some things, later is too late.

Often youngsters wish they had done things differently. It's never too late in one sense, but it's too late for some things. The sooner the young start paying attention to character, the better.

Second, we have to put our

Third, we must have ceremonies to celebrate character. We've got to have ceremonies about Madison, Jefferson, Martin Luther King, Jr., and many others. The ideas they had were different, and the heroism they practiced when other people said, "Don't do it, you're crazy, you'll get hurt," deserves attention. Often, they stood alone. At such moments in our lives, examples of others who have done so give us courage.

There have to be ceremonies in which youngsters see by the seriousness of the adults around them that

grounds of personal friendship, or even the grounds of civic friendship, which unite us as a people. Friendship of this broad sort is all the free republic has to rely on. A free republic has given up coercion, so what we have to hold us together is the friendships we establish, our respect for one another's virtues, our respect for the content of one another's character.

That was the civic vision Martin Luther King, Jr., was reaching out to in his deservedly famous speech. He selected an important thread in life on which to concentrate. He put it into words. He developed ceremonies in which to celebrate it. He built many friendships, and encouraged the best in many hearts. We have had many exemplars of character and virtue in this republic—nobody perfect, but many who were beacons for others. He was one.

Our task as educators is to help those we work with to become as good as the best in the past, in all our many traditions.



concern for character into words. If we don't put these things into words, people won't pay attention. That's why our forebears put so much stress on maxims; they put them on the wall, they put them on calendars, they put them in textbooks. We don't do that so much today. We suffer for it. There are important lessons of life that you don't appreciate when you're younger, but it's good to learn them anyway, so that when you hit the rough spots they're there to fall back on.

such occasions are serious. Such ceremonies dramatize crucial examples of how to conduct oneself in difficult times. They show how good persons have acted. They show how to do likewise.

And we have to encourage one another in the virtues of friendship's sake, because what we actually love in others, it always turns out, are their virtues, their honesty, their perseverance, their endurance. If we don't encourage these in one another, we don't encourage the

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He's the author of over twenty books on philosophy, politics, economics and culture, including *The Rise of the Unmeltable Ethnics* (1972) and *Liberty and Justice for All* (1986).

In 1974 he founded the Ethnic Millions Political Action Committee and campaigned for the creation of a White House Office of Ethnic Affairs. The project found a home in the Ford Administration and continued under President Carter.

Born in Johnstown, Penn., Michael Novak graduated *summa cum laude* from Stonehill College in 1956 and two years later received a bachelor's degree in theology from the Gregorian University in Rome. He graduated from Harvard University in 1965 with a master's degree in the history and philosophy of religion.

Simmering Stew

CALIFORNIA HAS BECOME THE PACIFIC RIM'S MELTING POT. BUT WITHOUT BETTER EDUCATION FOR ITS NEWCOMERS, THE FUTURE LOOKS BLEAK.

I am not a teacher. I am a Hispanic journalist who works for a Spanish language newspaper in California, *La Opinión*. I have been a teacher though, and I believe in the value of education. Furthermore, I believe that education is the single most important issue for the Hispanic community. Thus, the idea of discussing in this public forum what and how shall we teach is very attractive to me.

I couldn't agree more with Dr. Novak's call for excellence. Strengthening our character will indeed make us better persons and better citizens.

I also agree with him that it is necessary for each student to make an individual effort to achieve excellence.

However, it seems to me that Dr. Novak's presentation, even when it recognizes that we live in a pluralistic society, elaborates the notion that the United States is one homogeneous society.

I don't believe that we live in a homogeneous society. I don't think there is equal treatment for all persons regardless of their economic situation. I think the color of skin still makes a difference in the way people are treated and I don't think minority children are given the same educational opportunities that their Anglo counterparts receive.

Furthermore, I think that until



Sergio Muñoz: Hispanics in the U.S. must first reach equality before they can excel

these inequalities are readdressed, we as a people will not succeed in our quest for excellence.

To describe this nation of immigrants somebody called it the "melting pot." In Los Angeles it is called the "salad bowl," perhaps recognizing that we are *juntos pero no revueltos*. Together but not mixed.

Assimilation is a two-way exchange and it happens on different levels: structurally, culturally, economically, psychologically and biologically. In the Hispanic community the assimilative factors outweigh

the dissimilative ones, yet we are still either a threat or a mystery to mainstream America.

Yes, we are different from the American stereotype. The closeness to our fatherland, Mexico, makes it difficult for us to assimilate as the Europeans did, but that does not make Hispanics bad Americans.

Many factors differentiate the Hispanic experience, but the will to belong is the same as that of any other group of any other origin.

As the new wave of immigration becomes a fact of life in America,

everyone would benefit to understand the Hispanic experience.

And please, let me be very clear. We Hispanics value self-discipline and self-mastery and all those traits that define character. Even more, we cherish such values as fairness and the belief that diversity is a plus.

Like the new Asian immigrants, we believe in a strong family life. We show respect for our elders and we are an optimistic group. Our faith in tomorrow springs out of necessity.

We want to participate in the larger society, but we also want to maintain our language and traditions. We feel this will make us richer citizens; that bilingualism is better than monolingualism. In many ways, including our performance on the battlefield, Hispanics have proven to be loyal Americans.

According to the latest census figures, 19 million Hispanics live in the U.S. This number does not consider the undocumented population, which may add perhaps 3 million more. California is our favorite place of residence—33 percent of all Hispanics in the U.S. live there. There are many reasons why we live in California. One is the impressive economic growth of the state. Yet the human phenomenon in California is far more interesting than the state's gross domestic product or the record-high levels of productivity. California has become the gateway for new immigrants. Thousands of people from all over Latin America and the nations of the Pacific Rim arrive daily to the West Coast's version of Ellis Island.

Most Hispanic immigrants are young people. The median age is 22, and nowhere is our youthfulness more evident than at school. This is the good news. Right now, of the 600,000 students in the Los Angeles Unified School District, 59.6 percent are Hispanic. Surveys report that Hispanic parents and students have higher educational aspirations

than those of any other group.

Now the bad news: in 1988 about 65 percent of the kids in kindergarten were Hispanic; of 26,880 seniors who graduated in June '88, 10,365 were Hispanic, or 39 percent; 17,543 children dropped out of the 10th, 11th and 12th grades. Of these, 9,001 were Hispanic: 51 percent of all dropouts. This disproportionate rate of attrition means that our needs will exceed our future opportunities. Without education, our future looks bleak.

But why is this happening?

To explain this complex and multifaceted reality, some people have proposed a one-dimensional answer: Hispanics do not support education and their children are incapable of achieving. This nonsensical and racist approach intends to justify the failures of our educational institutions with a cliché.

"Such beliefs," writes Dr. Arturo Madrid, one of the many outstanding Hispanic educators, "betray a lack of understanding of American realities and Hispanic conditions. Our history has been one of exclusion from the life of U.S. institutions, not the least from educational institutions."

We Hispanics have been long ignored and now when we are recognized it is with a stigma: we are a problem, a deficit, non-participants in the life of the society. This discourse should be avoided, as it traps us in parodies and stereotypes—a people deprived of character.

For every stereotype that tries to diminish our stature as a people, I can counter with numerous examples of a hard-working, creative, resourceful and tenacious population.

To those who doubt our capacity for hard work, I invite them to work one day in the fields picking strawberries; to those who deny our creativity, I suggest that they become acquainted with the vibrant expressions of our painters, sculptors, poets and novelists; to those who don't believe in our resourcefulness, I invite them to survive in a marginalized world and prosper as we have

done; to those who are skeptical about our tenacity, I would ask them to visit Garfield High School and talk to Professor Jaime Escalante and the students he prepares for the advanced calculus exams. There they could understand what determination really means.

What has happened is that we have been excluded from mainstream America.

Professor Madrid says that despite the fact that he is an American citizen by birth, whose ancestors' presence in America predates the Pilgrims at Plymouth Rock, his normal experience is to be asked, "Where are you from?"

His physical appearance, his speech patterns, his name and even his profession (a Spanish professor) make people see him as "the other."

There were many other things that made him realize as a young boy that he indeed was "the other."

Madrid grew up in a small village in New Mexico where most people were of Hispanic descent; yet in newspapers, magazines, books and movies, on radio and television, nobody looked or sounded like him, his family or friends. The outside world was wide, but belonged to someone else: the *Americanos*.

School became an opportunity "to become an *Americano*." He learned the Pledge of Allegiance and how to speak English.

He learned the language but he also learned that the corollary to learning English was forgetting his knowledge of Spanish.

As difficult as it is to believe, I know many Hispanics who were hit by their teachers and scorned by their peers for speaking Spanish.

"Being the other," writes Professor Madrid, "is feeling different. It means being outside the circle, being on the edges. Otherness results in feeling excluded, closed out, precluded, disdained and scorned."

Have things really changed from the time when Arturo was a child? Yes, to a certain extent. Yet there are still quite a few problems with the

educational programs that Hispanics in the U.S. have to endure. The education provided to our children is so deficient that, unless we change it dramatically, we will never catch up as a group and excellence will be achieved only by a few individuals—at an enormous price.

To prove my assertion, let me give you some facts about our schools.

Latinos are concentrated in very large schools where there is hardly any student interaction with adults, be they teachers or principals.

Our schools are perpetually underfunded. At the rate the school population is growing, there is already the need for additional funding merely to stay even with current levels.

Most of the Hispanic children who attend school have limited proficiency in English. To make them more proficient, we can try many methods, but most educators believe that bilingual education is the fastest and best method to achieve language proficiency.

In L.A. there is now a serious contrast between teachers and students. The average teacher is white, 50 years old, monolingual in English, underpaid and thinking about retirement; the typical student is young, Hispanic, poor, almost bilingual and comes from a culturally distinct background.

The mismatch is evident and the consequences tragic. We not only have a severe dropout problem, but also a severe push-out problem, stemming from boredom.

The question then becomes what do we do so that our children can achieve a quality education?

As Estela Herrera, a colleague at *La Opinion* pointed out in testimony before the Civil Rights Commission, "Tightening standards alone will solve nothing until all students have an equal chance of accomplishing these higher goals. By 1990 there will be half a million more students in the schools and a disproportionately large number of them will not speak English, will live below the poverty line, and will have physical

and emotional handicaps. Because of these factors, the school system will require more funds just to provide services at current level."

In other words, we must first reach equality so that we can then excel.

Even so, this is not an easy task. There is ample evidence of the gap between Hispanic children and children from other ethnic backgrounds; we still lack appropriate preventive and remedial programs for our children.

Faced with this nightmarish landscape, where do we meet? Dr. Novak has chosen virtue as an essen-



tial value. Virtuous will be he or she who possesses self-discipline, self-mastery, autonomy and freedom from passion, ignorance and prejudice. In other words, he or she who has character. If there is a distinctive feature of the Hispanic experience in the United States, I would describe it in terms of self-discipline, self-mastery, and character. If you don't have these qualities you don't leave your homeland, endure the long and painful journey towards the North and have optimism for your future as we Hispanics do.

But virtue should not mean only self-discipline, self-mastery and character. It should mean placing value on the differences among us

and striving for a harmony based on this respect. Hispanics are different, but this is a virtue, not a detriment. This difference should not mean a reduction in our quality of life.

What we should accomplish is the actualization of the old American dream of equal opportunity for the tired, the poor, and the unwanted who come here.

By the first half of the nineteenth century, Charles Fourier had conceived the perfect place in which to live. A society devoid of injustice, vice and crime. The name of this place was Harmony and he chose the name to fit within a musical context. He was proposing an established order made up of variations and contrasts that would be resolved in chords.

This idea of Fourier struck me as a concept that somehow prefigured my vision of the United States. Where else in the world can we find such diversity? Where else had there been a nation of immigrants struggling and succeeding to obtain a national identity? We should join forces with the advocates of the plural choir and devote our effort towards reaching harmony. Let's arrange the voices in concert and create a symphony where the bass complements the soprano and supports the baritone. Harmony is the goal; variations and contrasts are welcomed.

Sergio Muñoz was born and reared in Mexico City. He moved to the United States ten years ago, when he joined La Opinion, the nation's oldest and largest Spanish-language newspaper. He serves as the paper's executive editor.

He was a teacher for twenty years, instructing students from kindergarten to graduate school in such diverse subjects as history, Spanish, philosophy, civics, and literature.

"For the past ten years," he states, "I've worked toward building a multi-national, multi-lingual, multi-cultural society and I'm convinced that this multiplicity has given me the opportunity to understand better the complex world we live in."

Teaching by the Book

B I A P T M C H E F F

AMERICANS HAVE CREATED A CULTURE THAT SUPPORTS FAILURE AND A SCHOOL SYSTEM THAT LEADS THE WAY

I was doing all right with your speech, Mike, until you got down and began to quote Jefferson, and I just stopped listening. We hold Jefferson up as a man of values, but you have read of Jefferson's relationship with people that are dark and different, and learned something he did down in Virginia besides build an institution. I understand his relationship with the slaves, but Jefferson is not the one that's going to get to me about values.

I was also concerned when I looked at our panel here and I saw that there's one Hispanic and two blacks. My paranoia says that in this country, if that's the case, there's another set of values or something going on, and I don't understand. Well, I do understand.

If we want to talk about education—how can we teach—we have to consider some basic facts. One is that the inequity in our American education derives from our failure to teach those students that are dark and different, those who are poor. The truth is that schools teach those that they think they must teach; the ones that they think they shouldn't teach, they just don't bother to teach. The truth of the matter is that our kids know how to learn in more ways. But we kind of equalize that because we know how to teach in some ways, so that most of them can't learn. And we choose to do that time and time again.

But there's never been a time in the life of the American school



Jerome Harris: *Values change according to those who are standing in front of them.*

when [educators and policymakers] haven't known all we need to know in order to teach those that we choose to teach. So we are going to come back and talk about which values and whose values and be upfront about our values. The confusing thing is that we have a fairly decent set of espoused values, but our values and actions are something

altogether different. And you'll find that many of us now, after so long seeing what you do, no longer hear what you say.

So we talk about the value of education in Los Angeles and how we wish to educate the Hispanic. And you have Garfield High School, and you have a teacher over there who's done such a marvelous job of

getting many of those kids to pass the SAT, that a movie was made about him. And he knows how to teach kids from the barrio. And he's been there five, seven years. Two miles down the road, there's Roosevelt High School, and nobody has found out how to transfer that knowledge from Garfield to Roosevelt. In fact, they haven't even transferred it from Garfield to the other math classes in Garfield, because there are more than two math classes in Garfield. That can't be an accident. The values of this country say that we don't want to educate those kids.

Basically in this country there is a clear conspiracy, and that conspiracy is designed to keep kids in the dark—"poor, dumb nigger." The problem with the conspiracy is that it is a covert conspiracy. People don't even have to get together to conspire because they can just do it intuitively. They don't have to wake up and say, "How am I going to keep them down today?" When everybody wakes up, it's already been designed. We already know what we have to do, and we do it.

The problem is that we are all conspirators . . . even me. We're all doing it because the culture and system we have force us to do it.

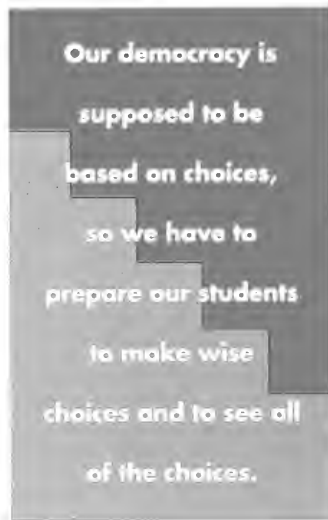
So we need to begin, I think, to speak to behaviors and not to values, because we know, clearly, that the difference in pupils' performance seems to be attributed to factors that are directly under control of the schools. But we would rather believe—because how else can you explain to those kids at Garfield that learned a higher math—that kids' learning abilities are attributed to factors on which the school has no influence—something like their family, their income, their race, and other items of that nature.

Now know that [these factors] do play a part. But we can find kids from almost any race, any economic level, any home circumstance, that can do well in school. And do well in school.

When I was in school, we found exceptions to the rule. We could not have law if there were exceptions to it, and I imagine that still holds. One of the things we need to do is to take the natural conflicts that are in our society and milk them, massage them, so that we can bring about a new order that allows all persons in the salad bowl to begin to participate in our society.

How can we have a society that has too many choices?

That's what freedom is about. Freedom is about choices. The more choices you have, the freer you are.



If you have only one choice, that's what we talked about as Communism. There aren't any choices. Our democracy is supposed to be based on choices, so we have to prepare our students. We have to prepare our students to make wise choices and to see all of the choices. The more choices they can see, the better off we are.

Effective schools are as eager to abort those things that don't work as they are to find things that do work. We have found, clearly, many things that do work. But if you look at our school system and see the conspiracy, you'll see that in the 1950s or 1960s,

Coleman came out with a report in which he says basically [that non-whites are] culturally deprived. Hispanics have no culture; blacks have no culture.

By definition I'm certain that we know at this school, everybody's got a culture, whether it's good or bad. Nobody can be culturally deprived. Culturally deprived—that was the term of the times. And from that [politicians] passed Chapter 1 Legislation, which was supposed to place into the schools cultural experiences of the kind to correct that cultural deprivation.

That was a long time ago, and it hasn't been corrected yet. But [the program] never was designed to correct [cultural deprivation] because that was part of the conspiracy. They took a school day, from 8:30 to 3:00, and said, "We are going to put something extra in this school day, but we are going to do it between 8:30 and 3:00."

Now, how can you put something into a day that's already filled up? If you want to do something extra, you would have to add it either before the school starts or after school.

Then, the government spent the rest of the time—the next five, ten, twenty years—running around trying to see if educators were. I think they used the word "supplanting." That is, if [schools] were using federal money to supplant their other money.

By definition, you have to do that because it would be used during the same period of time. So that cultural deprivation model lasted and is still there.

But in the sixties, Monahan came on the scene with a different set of research for our friend Nixon. His advice to Nixon was that there is nothing you can do for those people you are trying to help . . . that the best thing you can do is shv them off.

And after this came "denial and neglect," another part of the conspiracy. Nixon did that—deny and neglect.

In fact, Reagan picked it up, and it is still going on—denying and neglecting that which we know. And in between Reagan and Nixon there were other scientists, Jenson and Jenks. They said that there is something genetically wrong with minority people in this country. [Minorities] will never be able to do anything because they don't have the genes. And we know I don't buy that.

In the 1970s we did come out with a bit of research that was important, and that bit of research was about the effect of schools. It talked about schools that could work. It talked about the examples in Garfield. It talked about the schools that are here, that are there, that are all over the country, with large numbers of minority kids, where all students have learned. And it looked at those schools in the files and isolated the characteristics that cause them to be effective.

We would much rather believe, as educators, that the reason our kids don't learn is because they have the wrong parents, because they use drugs, or because they're poor. That abstains us from having any responsibility at all and places all the value on the child.

So if we talk about values, I'm paranoid. Because I don't know whose values we are going to talk about and who is going to define those values.

However, I have realized that our world is always value labeled and in everything that we do values are applied. But I think that we have to be ever vigilant so that we don't keep doing the same things in perpetuity even though the data consistently reveals that a large portion of the population gets absolutely nothing for what it is that we are doing.

This system basically has not worked for me, it hasn't worked for many of the poor kids, and surprisingly enough, there's a large white population that it didn't work for either. And we need to do something about that because we can't ignore the masses of people that the

system is not working for.

What happens when the homeless outnumber you? When the homeless outnumber you, are you going to let them vote? If you let them vote, you know what's going to happen in every election. They're going to vote out whoever is in because the system will not be working for them. And if you don't let them vote, then you're talking about a form of government that is supposed to be alien to us.

We have a culture that supports failure, and our school system leads the way. Our schools basically are designed for what I call the culture of



America. Our schools are the only place in America designed for cooperation. In the school system, people are supposed to work together, study together.

Now, in college or in public schools, they even tell teachers they are supposed to teach together. I say, "How are they going to learn how to teach when nobody will show them how to do it in college?"

But the school system is built on cooperation.

Democracy, however, is built on competition—and that's the difference. Our kids get competition when they watch television, compe-

tition when they hear the radio. They get competition when they read the paper; and when they come to school, we say, "cooperate." And that's kind of heavy to them.

You see, cooperation carried to a larger extreme becomes Communism, and that's the thing we are supposed to hate. But I've learned that when we talk about values, that is, as we talk about values, our values shift according to where we are. If Georgia keeps going in the direction it is going, we will have one school system run by the state. Understand the significance of that. When we talk about the State of Georgia, we talk about state rights versus local rights. We almost have one school system now run by the state.

The state controls entry and evaluation to all the public schools: who can teach children, how you are going to evaluate their teachers. And if the state can control all of that, it can control what [administrators] are going to do in [schools].

Values change according to those who are standing in front of them. So the one thing I try to do with my kids is at least teach them skepticism, so they can at least question the values.

Because more often than not, those values are not in their best interest.

Dr. J. Jerome Harris was born and educated in Raleigh, N.C. He received degrees from Shaw University, Tuskegee Institute and Claremont Graduate School.

Dr. Harris began his career as a science teacher in North Carolina. He worked for the Los Angeles City School District from 1960-1970. Under his leadership, New York City's Community School District 13 became the only predominately minority school district in which more than sixty percent of its students performed at or above grade level on standardized reading and mathematics tests.

Dr. Harris currently serves as Superintendent of the Atlanta Public School System.

The Late-Model Student

BY GAYLE PEMBERTON

TODAY'S STUDENTS ARE DIFFERENT FROM 1950s' UNDERGRADUATES. WHAT VALUES WILL A GENERATION RAISED ON TELEVISION DURING THE "ME" DECADE TAKE INTO THE FUTURE?

There are so many issues in Michael Novak's talk that I would like to address; I know it's impossible, but I thought I would just start by way of quoting the epilogue of Ralph Ellison's *The Invisible Man*, a very major American classic. At the beginning of this novel, the invisible man is a young boy, almost a teenager, who hears his grandfather's deathbed words that have shocked the family. The family is much undone by these words his grandfather says to his father. "Son, after I'm gone I want you to keep up the good fight. I never told you, but our life is a war and I have been a traitor all my born days, a spy in the enemy's country ever since I give up my gun back in the Reconstruction. Live with your head in a lion's mouth, I want you to overcome 'em with yeses, undermine 'em with grins, agree 'em to death and destruction, let 'em swoller you till they vomit or bust wide open.' They thought the old man had gone out of his mind; he had been the meekest of men. The younger children were rushed from the room, the shades drawn, and the point of the lamp turned so low that it sputtered on the wick like the old man's breathing. 'Learn it to the younguns,' he whispered fiercely; then he died."



Gayle Pemberton: *The founding fathers' pluralism may be different for our new age.*

Invisible Man is a novel of the absurd, often surrealistic journey that the black invisible man takes through this life, in a world where he is not seen for his individual self, but is seen just as black, and hence, not seen.

So at the very end of the epilogue [the protagonist] is still wondering about these words, these words that have haunted him for twenty years, so he says, "Could he have meant," and he's speaking of his grandfather's

words, "hell, he *must* have meant the principle, that we were to affirm the principle on which the country was built and not the men, or at least not the men who did the violence. Did he mean to say 'yes' because he knew that the principle was greater than the men, greater than the numbers and the vicious power and all the methods used to corrupt its name? Did he mean to affirm the principle, which they themselves had dreamed into being out of the chaos and

darkness of the feudal past, and which they had violated and compromised to the point of absurdity, even in their own corrupt minds? Or did he mean that we had to take the responsibility for all of it, for the men as well as the principle, because we were the heirs who must use the principle because no other fitted our needs? Not for the power or for indication, but because we, with the given circumstance of our origin, could only thus find transcendence? Was it that we of all, we, most of all, had to affirm the principle, the plan in whose name we had been brutalized and sacrificed—not because we would always be weak nor because we were afraid or optimistic, but because we were older than they, in the sense of what it took to live in the world with others and because they had exhausted in us, some—not much, but some—of the human greed and smallness, yes, and the fear and superstition that had kept them running.”

He goes on.

He’s still answering the question, still struck with this, ultimately coming to the conclusion that his grandfather’s words were right for his grandfather’s time. Out of Reconstruction, giving up his gun, he had developed a method of living that still affirmed the principle but that he could not take his grandfather’s words and superimpose them on his life and have them give the meaning that he needed in modern times.

Let me take a very large leap. It’s connected. I’ve been intrigued by the television advertising slogan, and I think this is a national campaign. If it isn’t, I’m lost. “This is not your father’s Oldsmobile.” Good.

Much comes to my mind. First literally, the picture of the automobile on the screen is not my father’s Oldsmobile. My father had a Packard, later a Buick.

Now, my grandfather had an Oldsmobile, from the days of Florence Henderson and Bill Hayes singing the Oldsmobile song. It was wrecked one afternoon as I was

sitting at a stoplight in Kansas City, Missouri, when a driver, impatient with the evening rush hour and who unknowingly cut off a monster truck, which plowed into me. My grandfather’s Olds was in smithereens.

I also suspect the car in the picture is not your father’s, or your grandfather’s, Oldsmobile either. But all this being said in spite of the literalist mentality driving most television ads, one of the lower common denominators. I suspect the ad people don’t expect me to go



quite as far as I have with one possible and very personal reading of their slogan. So I go to another reading, on a broader, but not necessarily less literal, level.

“This is not your father’s Oldsmobile” suggests that the new sleek 1989 model on the screen is for a new generation—new technology, lighter materials. (Oldsmobiles were always thought to be heavy cars where I came from.) You missed your chance is another reading. There could be a gender reading, “It is not—definitely is not—your mother’s Oldsmobile.”

Now, if I gauge the age group appeal correctly, I’m probably closer

in age to the mother who didn’t get a chance to drive an Oldsmobile, heavy cars. After all women old enough to be my mother, if they drove at all, were expected to drive tentatively, and not well, Nash Ramblers. The age groups of the fathers in these ads is mid-fiftish, so these fiftyish mothers drove Fords and Chevys, whose station wagons were heavy cars, and the price of which was not comparable to Dad’s Oldsmobile.

I shouldn’t be too critical. The images and texts of the love affair with automobiles have always been male. “Drive away with me, Lucille, in my brand new Oldsmobile.” Or take what reportedly is the ultimate driving experience—the German road cars—the Porsche, the Mercedes-Benz, the BMW. You will not see a woman driving the American businessman with his West German counterparts on the Autobahn at 160 kilometers per minute.

There’s another reading. As a black American woman, I also read “this is not your Oldsmobile” along racial lines, except for the argument of cultural imagery about blacks of my generation. My father, if he could afford a car at all, would not have been caught dead in an Oldsmobile. Another GM variety, also called the Buick Electra 225 by the GM catalog, is what my father should have driven.

Actually, my father was in race relations, made very little money, and concluded that the economy Buick was as far as he could go for the sake of propriety. To drive a Chevy made him look unprofessional; to drive a big Oldsmobile or Buick made him look as if he wanted too much money. He didn’t want to send messages that might be misread. When he died, he owned a mid-sized Pontiac.

I’m suggesting that the four readings of “This is not your father’s Oldsmobile” that I have mentioned have some variety of value attached to them. Granted, values range from my sense gleaned over the years from

handed-down wisdom that an Oldsmobile is a terrific, once comparatively expensive car, that appealed to white men. The only news in this for you, I suspect, are the levels of personal narrative I add.

What really bothers me about this ad requires more narration. I've seen it in three variations: Two sons and one daughter of celebrities are featured. In each the child says, "Look what my father had to do to get this Oldsmobile." Monte Hall of "Let's Make a Deal" fame had to oversee thousands of presumably normal citizens dressed in ridiculous costumes, throw up, gush, and otherwise make fools of themselves in order to win prizes, to get his Oldsmobile.

In another, an astronaut had to show the extraordinary skill, courage, and mental agility to fly to the moon. I can't remember what the third dad did, but he did something to get his Oldsmobile, and the children, satisfied and content, said, "All I have to do to get my Oldsmobile is to go see my Oldsmobile dealer." As the ad ends, fading into the sunset, Dad climbs into the passenger seat and lets the child drive him away.

My fifth reading of this ad campaign bothers me for it says that Dad has to do some kind of work for his Oldsmobile—stupid, courageous, banal, hard—whatever. He worked for it, while the child merely plunks down money—the source of which is really unclear but it is implied, "Dad gave it to him/her"—to get the car to drive the ol' geezer home.

Something is amiss in all of this for me. The source of my anxiety is a television ad, not a scholarly text. And if you are prone to dismiss my concern because it is just a commercial, let me remind you that our political campaigns have been commercials for years. Written by ad people for a public that they assume can and will only read visual text less than one minute long, and who will not agonize over the veiled subtext therein. I do not know whether this

new Oldsmobile campaign will be successful. What I do know is that to me it reinforces the something-for-nothing attitude/dream/desire that has permeated our culture for a longer time than the last two generations, and which shows every indication of spreading worldwide.

You may not watch television or pay any attention to commercials; my colleagues may not either. Historians, philosophers, literary critics, and policymakers may abhor television ads and my use of one as a



text. But many of my students do watch television and come to my classes with a highly articulated belief that having values means having means—means, not meaning. They believe that values are personal and relative, and that making as much money as possible by packaging the self will make everything better. After all, Henry Ford said, "History is bunk."

This is not your father's undergraduate. What does this have to do with the questions of the afternoon or Michael Novak's comments?

Plenty. No, I do not teach a course in what is commonly dubbed popular culture. I do believe in texts taught well, and what I mean by taught well

does not consist of a sea of heads lowered with pens transcribing received wisdom, but tests, challenged by teacher and student, with everyone teaching and learning. That creates a context for discourse. Taking it probably as far as I can go, "This is not your father's Oldsmobile" questions the wisdom of the American work habit. None of the featured children has done any work that we, the audience, knows of, other than appearing in the ad and being lucky to have been the child of the father. The message can be loaded and pernicious, without the mediation of questioning, without a collective effort to ascertain meanings, without a context. The suppositions we need to know that are fundamental to that ad campaign. Without this questioning, we run the risk of helping to create ignorant and arrogant citizens. They do not really know otherwise, and I think they become a kind of oxymoronic title of the innocent cynic, when in the language perhaps of Dr. Martyn yesterday, they read value as a good buy in the Sunday newspaper.

But wait, perhaps there is some value in "This is not your father's Oldsmobile." I won't let it go. It might well rest on something else Dr. Martyn said on Founders' Day: "We can reform in light of the intentions of the founders."

Times, indeed, have changed. Your father's Oldsmobile used leaded gas, drank that gas at an obscene rate, had no catalytic converter, intermittent wipers, harness seat belts, rear defroster, A.M.-F.M. multiplex stereo, or graphic equalizer. It would serve only as a classic on a beautiful New England fall afternoon, leading a parade, in an Arizona classic car sale, or as a safe piece of junk to park in Boston or New York. It simply isn't the same now as it was then. And Dad can't drive it because he hasn't the experience for it. He was only at the point of conceiving of it: the child must drive it home. It is important to know the context of the world of

your father's Oldsmobile, however, that there is indeed some wisdom to be received about that old Olds that has absolutely nothing to do with the vehicle itself, but rather a society and its assumption that some ad person so cavalierly believed were worthless to your intentions now.

The University of Chicago is doing well during this symposium, and we've heard a wonderful talk by one of its greatest scholars. And the topic of this panel exists in some part in the shadow of the pronouncements of Martin Marty. And I am lately much taken with the latest book by Wayne C. Booth, one of very few literary critics who keeps me believing in the enterprise of literary scholarship. Booth, in *The Company We Keep*, an ethics of fiction, writes about our contemporary need to reaffirm ethical criticism. He says in his introduction:

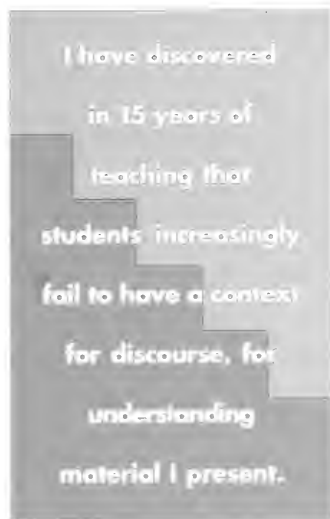
"We can no longer pretend that ethical criticism is passé; it is practically everywhere, often surreptitiously, often guiltily, often badly, partly because we have so little serious talk about why it is important, what purposes it serves, and how it might be done well."

Booth, incidentally, does not limit his range of texts to the so-called canonical texts of Western literature. I will be bold and extend Booth's range to a wider range of criticism and not just literary; it is practiced everywhere. What I have discovered in over 15 years of teaching is that increasingly my students fail to have context for discourse, for understanding the material I present to them.

When I ask what the cultural suppositions and beliefs of the author are, what we can understand from his/her writing, I'm often met with silent stares. They seem not to have enough material to make connections.

It is probably obvious then that I don't think those connections only come from reading the classics but that the classics and the hidden classics of women, blacks, and

members of other minority groups are being enhanced when we make the connections between them. It is impossible to read the literature of black Americans in a vacuum; it responds, criticizes, comments on, emulates the so-called tradition of white male letters. Similarly, Melville's *Benito Cereno* or *Moby Dick*, Twain's *Huck Finn* or *Puddinghead Wilson*, Hemingway's novels, and William Carlos Williams' poetry are made much clearer by leading to the narrative life of Frederick



Douglass, Richard Wright's *Native Son*, the literary experimentation of the writers of the Harlem Renaissance, and the efforts of thousands of black poets to wash the language clean of so much connotative baggage that even the attempt to express blackness in positive language becomes a dearly impossible feat. The discourse comes from making connections, asking questions, questioning the authority of texts, not from unquestioned acceptance of the wisdom of the older text. This is, indeed, not your father's Oldsmobile, nor should it be.

Booth in writing about the search for universal standards says, "The search stacks narratives into a single

pyramid, with all of the candidates competing for a spot at the apex. Such an assumption, when applied rigorously, will always damn a large share of the world's most valuable art, and I'll add to that thought. I propose that we think instead of an indeterminate number of pyramids," he continues, "or since pyramids suggest a rather formal stasis, of a botanical garden full of many beautiful species, each species implicitly bearing standards of excellence within its own kind. We cannot know how many good kinds there are, but presumably there is a limit somewhere. We can tell when a tulip fails to bloom or an iris is stunted and withered."

There are connections to be made, and perhaps the character that needs to be built is a character where we resist the tendency to accept the many conflicting signals of our culture, where we turn on the electronic gizmo that sends us a set of highly-charged propagandistic values that are in direct competition with some texts that subvert the intentions, perhaps, of our founders. Where character and metals and virtue and values—that are so important for our survival—might indeed be undone, where we can continue perhaps to recognize that the pluralism of which the founders spoke might have to be a different kind of pluralism for a new age.

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She has received a W. E. B. Du Bois Foundation Fellowship from Harvard University and a Ford Foundation Doctoral Fellowship.

Prior to her tenure at Bowdoin, she taught at Reed College, in Portland, Ore., Illinois' Northwestern University, Vermont's Middlebury College and Columbia University.

More values

B Y
N A N C Y
W O O D H U L L

FOR YOUR DOLLAR

SHOULD BUSINESS BE AS

portunity to play a big role in changing things. Why? Because some of us don't know the existing rules.

ACCOUNTABLE FOR THE

And for those of us who have had to learn the old rules to survive, let's hope we don't get so used to them that we don't know how to modify them. So don't read too many books on how to play by the rules. Read about those people who are finding new rules, new ways to lead, to run businesses that serve our society.

CONDUCT AS BUSINESS

We should be proud that we're smart, well educated, and have a strong sense of integrity. We don't have a history of lying, stealing and killing—crime stats attest to that. If we can find the confidence and the opportunities to lead—or be heard by leaders—we have a lot to offer.

I feel it is important to share our experiences in the world, to network, if you will. There are still lots of trails to blaze. Women running things is still new in our society—at least according to the rules the existing establishment has set.

But every day more of us are doing it. And, who knows, we may invent a better way to do it.

I want a world where we are not so driven by the dollar, where what a person says is what he or she means and does, where the good of society is as important as the good of the stockholder, where women and minorities and people from a different side of the tracks are welcomed, not ostracized.

Are we there now? No.

Can we be? Absolutely.

And women leaders have an op-

pretty small stuff."

Then let's get more complicated.

If brother Johnny told us a secret, we wouldn't blab it all over town. People wouldn't trust us as much; we would burn our bridges. Not a good position to be in when you want to convince others you want to use the family car or borrow some money.

But in business these days, it's not considered odd to take advantage of other folks' secrets. To bank on "inside information"—secrets.

Is the difference between how you act in the business environment and family environment the fact that in the family you get caught faster? You don't have to face your business cohorts at the dinner table every night?

I think that's one of the reasons.

Before planes, trains and automobiles, most of us stayed put in our small town. Every day we had to face our successes and failures. It was tough to pull the wool over people's eyes and still get a job or remain a member in good standing of a community.

Good standing. Boy, that was a jewel to have. You don't hear it much anymore. Maybe because people aren't as associated with communities anymore.

Thanks to those wonderful inventions—trains, planes and automobiles. They allow us to move on, to leave our mistakes behind. They

I sound like women are the solution to the world's problems. Who knows? We may be.

About business and ethics without regard to sex.

People can make this subject of business and ethics sound complicated—like the ethics of business are different from anything else. But they aren't any different from standards that are acceptable in other parts of our lives. Most of us wouldn't steal from members of our family.

But adults think nothing of taking notepads from the office and not asking for them nor offering to pay.

You might say, "Big deal. That's



even allow us to be creative about what we did back home. Resumes, for instance. You can do more tinkering. Who's to know that weekend management seminar wasn't an MBA program?

And people got away with this.

Why did people let this happen? Why did business let it happen?

We had the wherewithal to move away from our past and not be followed.

But also a good part of society rates money as the most important thing. We have a society brought up on the Vince Lombardi statement: "Winning isn't everything. It's the only thing." That oversimplifies football and life. And since Lombardi is no longer here to defend himself, it's unfair for me to imply he was the root of today's evil. He was talking about desire, not results.

My business, the journalism business, has not been without its ethical problems.

In 1981, a *Washington Post* reporter admitted she made up the newspaper story that won her a Pulitzer Prize.

In 1985, a *Wall Street Journal* reporter was convicted of fraud. He sold advance word on the contents of his column to *Wall Street* insiders.

Earlier this year, an assistant TV news director in Florida was accused of tapping into a rival station's newsroom computer. He allegedly was able to get into the system because he used to work for the station.

Such events are of great concern to us because millions of people every day read newspapers, watch the news on TV or listen to it on the radio. If a news company loses its credibility, it loses its business. In the sixties there was a great ethical cleanup. Codes of ethics were drawn up in newsrooms, freebies that used to be taken—such as free plane trips to faraway places—were no longer accepted, etc.

In our business, public perception is as important as the truth. It can't even look like something is wrong.

We have a new ethical contro-

versy going on in our business. That has to do with a group of folks who have been referred to as the "Celeb Press"—those are the folks who populate the talk shows, who haul in huge speaking fees for convention dinners, who leverage their role as a member of the press to line their wallets.

Coleman McCarthy, a *Washington Post* columnist, really took this group to task in his column. He focused on the controversy in D.C. that is pushing for congresspeople to reform honoraria—the payment of fees for speaking engagements. Rep. William H. Gray III of Pennsylvania says he will support reform of such honoraria for folks in Congress when the press reforms honoraria.

Coleman McCarthy, the *Post* columnist, says "right on" to Gray's statement. He says that many special-interest groups that pay \$2,000 for a politician's speech pony up two, five or sometimes ten times that much for the chatter of a media hordog. McCarthy adds that trade associations lavish honoraria on well-known editors, anchors, reporters, and columnists for the same reasons politicians are paid: to reward past favors or to increase the chances for future ones. Buying access to an editor or columnist isn't strategically different, McCarthy says, to buying it from a politician. Either way, it's a carefully considered investment.

Why shouldn't, McCarthy asks, the public be told that a columnist, who regularly supports the positions of one trade association, also tell the public in the same column he might be writing about the association, that he or she spoke at the group's annual convention and what the fee was?

McCarthy says, in Washington, "A double standard is now in place as if put there by poured cement."

Now I don't want to give you the idea that this is running rampant among members of the press. It is not. Many news organizations impose internal sanctions against editors and reporters accepting fees

from groups—or others have sanctions against accepting fees from those they cover.

So ethics continues to be a watch word for the press. And also the most popular issue surrounding politicians. Another raging controversy is whether folks take government jobs to serve the people or to make more from writing books after they quit the job of serving the people.

That wasn't always the way. Bryce Harlow was a Republican advisor to presidents . . . a confidante to Eisenhower. He set up the Nixon and Ford White Houses. He was called back to help out during the Watergate days. He died last year. He never wrote a book. He chose not to. He steadfastly believed that his thoughts were the property of the people he served.

He was trusted to advise. People knew he advised for the good of the government without any considerations for personal gain. And he often differed with the leaders he advised. But they listened. Possibly because they knew he had no ax to grind.

But Bryce Harlows are rare because the high rent district looks good and the chances of eviction are slim as long as the money keeps coming in.

By the way, I've never gotten a fee for speaking. If a group chooses, they can donate [the funds] to charity, but I never take money for myself.

Now, you may ask, when does unethical behavior catch up with us?

Maybe it's beginning to catch up with us now.

There's a lot of talk about ethics these days. It's a hot topic in Washington. There are signs that some folks are starting to feel the heat.

When do you feel the heat?

You feel the heat when the bottom line starts to suffer. The bottom line starts to suffer when several of your employees get convicted in court, and people don't want to do business with you anymore.

You feel the heat when people go elsewhere for services when they don't find your services reliable.

Enter the computer network and enter Marshall McLuhan's global village. Because the whole world is linked by computers and satellites and fiber optics now, it is a lot easier to take your business elsewhere.

And it's a lot less easy to move from town to town without leaving a path. For instance, the politician who says one thing in one state about taxes and another thing about taxes in another state, is more easily found out as journalists become more adept at researching the issues via computer libraries.

And computer tracking has made it easier to find the inside traders, too.

But we need more than just computers to force us to be accountable. We need a new sense of direction and an idea of where we're going.

In his recent book, Lee Iacocca worries that we won't leave the world a better place for the next generation. He talks about the Statue of Liberty, and why he was so involved in raising money to repair her weathered body. He talks about liberty. And he talks about the many letters he received. One of the letters was from a Japanese medical professor who told Iacocca that when he studied in America two decades ago, he learned many things. Among them: Do not break a promise, respect a contract, encourage public morality. . . .

Since returning to Japan, he and his family have lived by those values. But when he visited this country recently, he saw an old American friend. His friend no longer lived by those principles. He told Iacocca that he felt that America had really changed since he was here.

Iacocca says there's truth in what the man writes. Iacocca talks about how he looks around and sees Wall Street executives being dragged away in handcuffs. A national deficit so high he can't count the zeros. A government paying farmers not to plant their land while the homeless go hungry on the streets.

Iacocca thinks we've got to start with the basics; how we raise our

WHEN DOES UNETHICAL

CONDUCT CATCH UP WITH

US? MAYBE NOW.

kids, how we care for our sick and homeless, what each of us truly believes. He says the only institution he knows that works is the family; he thinks a civilized world can't remain civilized if its foundation is built on anything but the family. A city, state, or country can't be any more than the sum of its vital parts—millions of family units. He says you can't have a country or a city or a state if you don't start with the family.

I agree, Mr. Iacocca.

And that brings me back to something I said earlier. Something I said I'd get back to.

Women . . .

When it comes to honesty, integrity, doing the right thing, the most consistent environment in America has been the home. And as more women take their talents from the family place to the work place, I hope they will bring along those values and not be ashamed or shy about advancing them.

So just maybe instead of talking about ethics in business here today, I'm talking about a future of ethics and integrity in everything we do. Not because we're women, but because we can bring basic values and a fresh approach to everything we do—every day we do it. It's not that men can't do the same, but now they may be looking to us as role models for a better way to go. That's a lot of responsibility, and if we're going to live up to it, we need to be constantly aware that everything we

do has an impact on everyone and everything around us.

And we need to improve our ethical memory.

Try this exercise . . .

If you can, play back—in your mind—the scene of that fateful moment during the final flight of the space shuttle Challenger. Then play back the months of anguished testimony on all the opportunities to correct the hundreds of flaws on that ill-fated spaceship . . . the final chances to say, "No, don't fly it."

Then try and say: "It's okay to cut corners. It doesn't matter. It's not me. It's not my family."

Just try it.

You'll get my point.

We each need to make sure we approach everything we do with ethics and integrity. Then we need to ask the same of our associates and our leaders. We need to ask our business, government and political leaders to be servants of society.

We need businesses and governments staffed with trustworthy teams of people who would no more treat a co-worker or customer any differently than they would a member of their family.

We need to hold our families in the highest regard.

We need to stop believing that life owes us anything more than a chance to do our best.

If you expect more than that chance, you're likely to find yourself with only the realization that the chance has passed you by.

Some way or another, we've got to make integrity stylish again.

President of Gannett News Services, Nancy J. Woodhull began her career in 1964 as a reporter at the Woodbridge (N.J.) Tribune. She later was a reporter at the Detroit Free Press and managing editor of the Rochester Times-Union and Rochester Democrat before moving to USA Today in 1982. She currently directs both Gannett News Service and Gannett New Media, a research and development unit.

TRANSMITTING *values* TO WOMEN

B Y R O S A L Y N N C A R T E R

I think about how far American women have come since the time when my friends and I, in Plains, spent our free time dreaming of catching the right man and making marriage our career so we would never be old maids. Enormous changes have taken place.

Thanks to the efforts of brave women such as those whose stories we have just seen portrayed [in *Out of Our Father's House*] and many others up to the present day, the opportunities open to [women] are so commonplace and taken for granted that our daughters don't even know that they should thank us for them. What they can imagine themselves doing and being is truly limitless. Every young girl in our country, no matter how small her home town is, can dream of becoming anything that a young man can become. Releasing the limits on girls' imaginations may be the greatest achievement of all the changes we could have made.

There are other changes, too, both small and large. When my granddaughter, Sarah, who lives in Chicago, announced at the age of six that she was glad she was not a boy because she didn't like to wash dishes, it made me realize not only the fact that her father, my son, was doing the dishes, but that her assumptions about who does what



Values were clearly spelled out for young

Rosalynn Carter. Teachers had answers

and children learned them. Transmitting

values to the young people of this genera-

tion is more difficult. But it can be done.



kind of work and about life in general are very different from those that I grew up with.

I grew up in Plains, Ga., Population 680—then and now. Everyone in town knew everyone else, which was very nice when there was trouble or somebody was sick or when someone died. There was no such thing as privacy though; everybody knew everybody else's business. (I've always said that made politics easy for me. I grew up with scrutiny.)

But Plains was a good place and a good spirit to grow up in. We grieved with one another over the sad things and rejoiced together over the happy things. Collectively, we were secure and isolated from the outside world.

With no movie theater, no library, no recreation center, and no television, the social life of the community revolved around the churches. My grandmother was a Lutheran, my grandfather was a Baptist, my mother and father were Methodists, and I went to all three churches almost every time the doors opened. I went to Sunday school and regular church services; I went to prayer meeting, to Methodist League, Baptist Girls' Auxiliary, Bible school, family nights, dinner on the grounds. And one of the big events of the year was the revival meeting in the summer. For a whole week there would be preaching morning and night, and we never missed a service. We sang and prayed and the preachers always came to our house sometime during the week for a meal.

School was the other focal point in our community. We were very proud of our school. We had about 200 students in eleven grades. Our parents participated in all school activities. We were taught to strive and compete. And successful graduates of Plains High School were invited to morning chapel services to be admired and, hopefully, emulated by the students. We studied the lives of

great men and women and pondered the reasons for their achievements in life—always including their high ideals, closeness to God, and hard work.

Times were hard in the 1930s, not only for my family but for everybody. My mother and father waited until my father had a thousand dollars in the bank before they were married. A few months after they married, the bank failed and his "nest egg" was gone.

But as children we were unaware of any hardship. We grew our own food. We had good clothes—my mother made them.

We all had chores to do around the house. Our father was very strict about our responsibilities and we did our best to please him. One day when it was my brother Murray's turn to take the cow to graze by my father's garage, a car passed and frightened the cow. It ran all the whole long block home, dragging Murray the last part of the way, badly bruising and scratching him. When mother asked why he didn't just turn the rope loose, he said, "I couldn't. Daddy told me not to!"

We were brought up to believe that you did what your mother and father told you to do or you took the consequences. Sometimes, but not often, we took the consequences.

Values were spelled out very clearly in those days. Parents and teachers had the answers; we children learned them.

Ours was a traditional household. My father went off to work every day. My mother stayed at home and took care of the children. I remember the warm kitchen with a wood stove and my father coming home from work. He always rushed into the kitchen and picked up my mother, swung her around and gave her a kiss.

Stable homes were taken for granted when we were children. We never heard of a divorce in our community until long after we were adults. Divorce was considered to be a terrible sin that was committed only in Hollywood and New York—far off

places. And the subject of sex was never discussed, neither at home nor in school. My mother once told me that she and my father did not even hold hands until after they were engaged. There was, it has to be said, a strong streak of primness in our values.

My life was happy and carefree in those early years, and then tragedy struck. When I was thirteen years old, my father died; within a year my mother's mother died.

One of the greatest impacts on my life was watching Mother—a traditional housewife, cherished as an only child, sheltered and cared for and very dependent upon my father, a widow at age 34 with four small children—develop into a very strong person, meeting needs and caring for her family. She did what she had to do. She went to work.

And I had to grow up overnight, being the oldest child, and assume a great deal of responsibility, especially looking after the other little children.

Within a generation, as Jimmy and I began to raise our own family, relationships between adults and children had been forever changed by the pace of events, by technology, by everyone's greater mobility.

Yet some things remained the same in our little town. When our boys were small, the churches and school were still an important part of the life of the community. This was important as we tried to give them the stability that a small community provides, the sense of belonging.

The boys were an integral part of our family enterprises, too, working alongside us in the peanut business after school and in the summer. And just as we worked together at the warehouse, we did at home, everyone pitching in with chores.

But to get to the transmission of values to the daughter in the family, which was my assignment for today: Amy was almost another generation. We had been married 21 years, our

oldest son was 20, the youngest 15 when she was born. We doted on her. People used to say she had four fathers, Jimmy and the three boys. She was never as disciplined as the boys; Jimmy always said the stern discipline hadn't worked anyway! And by the time she came along, the life of our family had changed dramatically.

Amy grew up in the Governor's Mansion and in the White House. She had just had her third birthday when we moved to the Governor's Mansion.

We had waited a long time for a little girl, and we took her with us everywhere. The problem was the places we went—political rallies or other speechmaking events. Very soon, Amy let us know that she didn't want to go anywhere she had to sit still and be quiet. So we started letting her take a book along, or a coloring book and crayons, and we even let her wander around the back of the room when she wanted. She went with me to visit mental health centers, convalescent homes, Golden Age Clubs, inner-city schools. And I never knew whether or not she listened to anything I was saying until one day when I was talking to some children in an orphanage. One of the little boys had a broken arm. I was telling him that Jimmy's mother, "Miss" Lillian, had just been in Hawaii and had broken her left arm. Amy, who had been wandering around the back of the room, came walking up onto the platform I was standing on and tugged at my skirt. When I looked down to see what she wanted, she said, "You said that wrong, it was grandmomma's right arm." She was right.

Amy grew up with the issues of the day being debated at the table and she learned to join in as she grew older—a very different life from mine. There were other differences, too. I remember one day in the Governor's Mansion when she was just three, she came into my office and asked for a pencil for her pocket-book. It was a Saturday morning and



**In our own family, relationships between
adults and children had been changed
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technology, by everyone's greater mobility.**

her father was going to take her to the zoo. I asked, "Amy, what do you want with a pencil?" She said, "To sign autographs." She was, and still is, nonchalant about things that were inconceivable to me. The first time I was asked for an autograph, I was overwhelmed.

But I think Amy came through this period of her life with a good perspective. Not too long ago I heard someone ask her what it felt like to live in the White House. She said, "Natural."

Well, the Governor's Mansion is on an 18-acre lot with a fence around it. We lived on the second floor, with tourists downstairs almost every day. The White House is on an 18½-acre lot—or thereabouts—with a fence around it; we lived on the second and third floors and there were tourists on the ground floor. She was not being coy.

Amy's assumptions about women's roles are closer to those of my granddaughter, Sarah, than they are to mine. All of her life I have been out of the home often. During this period of time I didn't cook or wash dishes until we came home from the White House when she was 13.

And though she grew up debating issues, we have been surprised at her activism. She never seemed very interested in issues or events of the day; she buried her head in a book at the table (a Carter family trait) or ran off to play with friends instead of meeting a visiting head of state. These things were a "natural" part of her everyday life. But she must have picked up something from the periphery. She has very strong opinions on issues and has been arrested only four times! We don't always agree with her, but we are very proud of her.

I have a story about Amy's activism that I don't know whether I should tell or not because it is really a mother's story. But not long ago we were in Africa. We have a lot of projects there, agricultural and health programs of the Carter Center, and we visit regularly. One

night we were sitting around the table at a banquet with leaders of several of the countries. Jimmy had to come back home and make a speech to college presidents about how universities could help third world countries. And so he asked the men at the table what a university could do to help them. One said, "They could study the issues of our country and become familiar with our needs." Another suggested a cultural exchange program. One said that a university could develop an

when we were in the Governor's Mansion and the White House, with everybody in the spotlight, we treasured the times we could be at home and be a normal family.

We have always tried to preserve, as much as possible, the importance of the family because we feel very strongly that it is in the home that we begin to learn some of the basic values that guide our lives and our lifestyles. Our boys are older now and scattered, but we still get together during the year. At Christmas we

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agricultural program for them. The last man at the table said, "One action is worth a thousand studies. Amy Carter has done more for my country than any study ever has done." It was so moving, I cried. And I decided that night that I wouldn't worry about Amy anymore. Her heart is in the right place.

Our family has always been close. I think it is because we worked together as a team in the peanut business, and then when Jimmy ran for governor and for president, we all worked together. We experienced some wonderful victories; we experienced some losses—together. And

always take a trip together—15 of us, 16 with my mother.

Amy is 21 years old—not a child anymore—but still a young person and very independent. And young people nowadays, besides being independent, lead impersonal lives compared to the life that I lived. They have so many different options offered to them that they don't feel the same attachment to people who affect their lives as we did. They can abandon their values without much attention. This would not have been possible when I was growing up. And in all the cacophony surrounding them, from television and movies to

peer pressure concerning drugs and so on, they often decide not to let their parents or teachers—adults—preach to them.

We cannot command young people to do things today. We have to convince them that something is beneficial and let them make the decision.

Institutions play a major role in helping to shape values. Agnes Scott has traditionally found ways not only to provide the best possible education for women, but also to empha-

solid to come back to." She also said, "Mrs. Carter has that with Amy. Amy is pushing values."

There are other things we can do. We can share stories about women's accomplishments from generation to generation. We can share what women have learned, and even though the world is changing, we can let young women know what women's values are, in the tradition of our mothers and grandmothers.

There is real joy of discovery for young women in seeing seeds of themselves in women who were different, different from the lives they expect to lead. Mary Hoyt, who was my press secretary at the White House, did an interview with Amy on her 16th birthday and then again on her 20th birthday for Good Housekeeping magazine. She asked Amy both times if she thought she was like her grandmother. Jimmy's mother was always outspoken, she was always for the underdog. At age 16, Amy's answer was no, she didn't think she was like her grandmother; at age 20, she said yes.

We transmit our values by living them. Someone has said, "If you want to know your values, look at your life-style. We express our opinions and live our values."

I have a friend—a man, a feminist—who has written a lot about women. He writes that women must be true to their values: family life, protection of young and old, equality for everyone, willingness to sacrifice for the good of others—nurturing, caring values. He also says that we should not be so interested in being equal with men that we give up what is important to us. Make the world accept our values, not accept those that are dominant in today's world, is his basic theme. It might be a good one for all of us.

But what about the future? What will my children be transmitting to their children? What values will be passed on to Sarah?

Will my children retain the traditional values that have been important to my generation?

Though roles change, the basic values of honesty, integrity, compassion, and love, as well as ideas of hope, charity, humility, and service to others, don't change. But this generation is faced with the challenge of figuring out how to cling to these basic values in a modern, fast-changing world.

Let's look ahead now to the second centennial of Agnes Scott. We cannot predict what the issues of that day will be, but from today what do we hope will be present? The honor system, respect for diversity, search for meaning that is more than material success, service to others, excellence, becoming all you can become, opening doors for women, respecting choices different from our own, and valuing the past while not being bound to it?

Much will change by the year 2089. Maybe the speaker will be a former woman president or a former "first husband." But regardless of the changes, I think we can feel secure in the knowledge that those celebrating the second centennial will look back at today and see continuity in their values.

Former First Lady Rosalynn Carter spent much time on Agnes Scott's campus in the past year as Distinguished Centennial Lecturer. She is author of First Lady From Plains and Everything to Gain: Making the Most of the Rest of Your Life (with Jimmy Carter). Along with her duties at the Carter Presidential Center, Mrs. Carter serves on the boards of The Friendship Force, The Gannett Company and the Crested Butte Physically Challenged Ski Program. She is on the board of advisors for Habitat for Humanity and a trustee of the Menninger Foundation.

Mrs. Carter has received the Vincent De Francis Award for Outstanding Service to Humanity and was given the Volunteer of the Decade Award by the National Mental Health Association in 1980.



size things like honor, spiritual growth, and personal values. Transmitting values is at the heart of the purpose of this college, and it is timely that we have this symposium and examine our values, be firm in them, and know what we stand for personally and as an institution.

Betsy Fox-Genovese, a noted historian, has said about transmitting values to young women: "They need something to rebel against and to stretch against. The greatest gift we can give is that we really believe in our values so that when they return from their rebellion, from their stretching, they have something

New frosh class exceeds goal; largest in 18 years

This fall Agnes Scott welcomed its largest first-year class in eighteen years. One hundred and seventy-five students have entered the College's class of 1994. This represents a 23 percent increase over last year's class.

Says Teresa Lahti, director of admissions, "The pool of 429 applicants is the largest we've seen in nineteen years.

"Eighty-two percent of these applicants were offered admission, a solid forty-nine percent enrolled," she adds.

The class came in with an average SAT score of 1081, compared with last year's average of 1077. A record number of black students, sixty-three, applied to the College this year—a 19 percent increase over last year. Black students comprise 9 percent of the class, which has a total minority enrollment of 14 percent.

Ms. Lahti says that there has been a noticeable shift in the geographic distribution of students. "Only 42 percent of the class is from Georgia," she notes, "compared with the usual 49 to 52 percent." The students come from twenty-three states and six foreign countries. There are eight international students in this class, last year's had only two.

This year Texas emerged as a "feeder" state, one that contributes lots of applicants. The eight students coming to Agnes Scott from Texas are second only to Tennessee's twelve enrollees and ahead of Alabama's seven. "Part of

that connection is Betsy Boyt," says Ms. Lahti, "the groundwork was laid five or so years ago." Trustee Betsy Boyt '62 was named an outstanding alumna this year for her work on behalf of the College over the years. Alumnae, current students, parents and faculty are critically important, believes Ms. Lahti. "People who know and believe in Agnes Scott are our most credible and effective spokespersons.

Ms. Lahti says that she and her staff will concentrate on expanding Agnes Scott's applicant pool further into the Southwest, with continued emphasis on Texas and other southern states.

Many factors contributed to this year's success. The College hosted three applicant weekends this past year: scholarship, leadership and Great Scott! weekends. Over 50 percent of these attendees enrolled at Agnes Scott. The admissions staff reduced the number of its high school visits and went to four times as many college fairs. They also held quite a few "dessert

and discussion" gatherings for students and parents.

Ms. Lahti also thinks the publicity from the Centennial Celebration put the College's name out into the community. Also, visiting applicants no longer see the buildings and grounds in a state of renovation, she says.

Ms. Lahti proudly points out that in an overlap survey of eighty colleges, some students picked Agnes Scott over such competitors as Emory, Rhodes, Mount Holyoke, Bryn Mawr, and Tulane. The overlap survey shows the colleges to which students were admitted and the students' final selections.

Not content to rest on their record-breaking laurels, Ms. Lahti and her staff started planning for next year in January. And, evidently, would-be students are getting a jump as well. Back in June, when most high school seniors are just starting their summer vacations, one young woman was apparently thinking ahead. She filled out and sent her application for Agnes Scott's class of 1994.

ASC claims Kresge challenge grant

With outstanding staff and volunteer effort, Agnes Scott met the challenge. Their labor netted the \$36,232 needed to claim a \$300,000 challenge grant by the Kresge Foundation.

"Alumnae played an important part in helping us claim the grant," says Bonnie Brown Johnson '70, vice president for development and public affairs. "Over 40 percent of the funds raised came from alumnae. [Kresge Challenge Committee Chairs] Christie Woodfin '68 and Dorothy Quillian Reeves '49 and their committee were invaluable in helping us meet the goal."

The funds will be used for the College's fine arts program. Development officials note that \$730,000 was raised specifically for the fine arts; the remaining \$100,000 came from unrestricted campaign funds.

This year has been a good one for alumnae donations, Ms. Johnson notes. "Alumnae gifts were a much higher percentage of our giving than last year. Alumnae have been assuming greater ownership of the College.

"We're grateful for corporate and foundation support," Ms. Johnson continues, "but at last we're bearing some of the responsibility ourselves."

Those interested in contributing should contact MaryAnne Gaunt, development specialist, at 404 371-6290 or Bonnie Brown Johnson, at 404 371-6324.



The record frosh class promises more diversity in race, geography

Sims returns to ASC as interim dean



Dr. Catherine Sims: Continuing to serve Agnes Scott

Because Catherine Sims believes that "no good and gracious gesture should ever be refused," she accepted President Schmidt's offer to become interim Dean of the College for a one-year term. The search committee was unable to find a permanent replacement for Dean Ellen Wood Hall '67 before she left to become president of Converse College.

Dr. Sims says that she was reluctant to come back to Agnes Scott for a fourth time, but President Schmidt convinced her otherwise. "She said that she thought I could be of use to the College and give the board some time—without undue haste—to find a dean," says Dr. Sims.

Dr. Sims attended Barnard College, where she was elected to Phi Beta Kappa. She earned her master's degree and doctorate from Columbia University.

Her youthful appearance belies the fact that Catherine Strateman Sims first came to Agnes Scott 50 years ago. She began as a part-time lecturer in the history department, eventually becoming a

professor of history and political science. In 1960 she went to Turkey to become vice president and dean at the American College for Girls. Psychology Professor Ayse Ilgaz Carden '68 attended the school, founded by Americans over 125 years ago, for Turkish girls.

After Turkey, Dr. Sims returned to Agnes Scott to teach for one year and then left to spend eleven years as dean of the college at Sweet Briar before packing up and returning to Atlanta once more. Her next stint at the College was as visiting professor of history in 1975.

"Since then," she says, "I've been busy being a citizen of Atlanta and a homemaker." She is also active in a number of volunteer activities. Dr. Sims now serves on the national senate of Phi Beta Kappa and was president for a three-year term.

Dr. Sims intends to be a busy interim dean. She ticks off a number of issues on her agenda: getting to know the faculty and understanding the curriculum; discussing staffing needs with department chairs; working with two faculty committees on a revision of the faculty handbook; and learning more about such programs as Global Awareness, academic computing, and women's studies.

But as a slower-paced summer geared up to the hectic fall, the former history professor said she enjoyed reacquainting herself with the College. "I still know a number of people here," she said, smiling, "and I'm taking a great deal of pleasure in that."

CENTENNIAL KEEPSAKE

Agnes Scott College's first hundred years overflow with memories of persons known, places recognized and traditions shared. As the final commemoration of our Centennial, a pictorial history of Agnes Scott College will be issued next spring.

Full of photographs, anecdotes, legends and little-known facts, this beautiful book will capture the spirit as well as the promise of Agnes Scott College.

Published by Susan Hunter Publishing Company of Atlanta, the book will be a high quality hardback, over 100 pages long, with a ribbon bookmark, dustjacket, and embossed linen cover. It will be written by College



Archivist Lee Sayrs '69 and Dr. Christine Cozzens, English faculty member and director of Agnes Scott's Writing Workshop. Before coming to Agnes Scott, Dr. Cozzens taught writing at Harvard and Emory universities. She writes for journals and newspapers, including *The New York Times* and the *Boston Globe*.

Until February 22, 1990, you can order this special book for \$29.95 plus \$3.50 shipping and handling; its regular price will be \$39.95 plus \$3.50 shipping and handling. To order: make checks payable to Agnes Scott College and send to Centennial Book, Agnes Scott College, Decatur, Ga., 30030.

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AGNES

ALUMNAE MAGAZINE WINTER 1990

Celebrating a Century of Women's Education



Take yourself back 100 years. North Dakota, South Dakota, Montana, and Washington had just become states. The government had opened Oklahoma to non-Indian settlement.

The South was still in disarray. Although the last Federal troops had withdrawn by 1877, the Civil War's devastation had set this region back decades behind the rest of the nation.

As Edward McNair writes in *Let's We Forget*, this destruction was nowhere more evident than in education. "Many schools and colleges never reopened after the war," he writes, and many found their endowments gone, their buildings destroyed, their faculties scattered.

Elementary and secondary public education was rare and rudimentary. One-room schools were the standard, many teachers barely literate.

During the 1870s and 1880s, Georgia was impoverished. The Atlanta public school system began its struggle in 1872, but rural areas had little to work with.

Six miles from Atlanta, Decatur's one thousand citizens crossed the unsettled stretch to Atlanta via the Georgia Railroad or by horse-drawn buggy. In 1888-89 two schools operated in the town, one public and one private; they both soon folded. Public education in Decatur would not take hold for another thirteen years.

Further east in Oxford, Ga., Isaac S. Hopkins resigned as president of Emory College to become the first president of the Georgia School of Technology. Hopkin's successor, Warren A. Candler, took the helm of Emory College, the same year his enterprising brother, Asa,



Students of Agnes Scott Institute, 1891, in front of White House. (Courtesy of the late Mrs. Ella Smith Durham, a student at the Institute.)

bought the formula to Coca-Cola.

Meanwhile in Decatur, the Rev. Frank Henry Gaines came as pastor of the Decatur Presbyterian Church. And events were set in motion. . . .

This issue, and the College's Centennial, celebrate all that has happened since then. Reminiscences by Dr. Catherine Sims, images from the College exhibit at the Atlanta Historical Society, a fond look back at the celebratory year, and a taste of the history of Agnes Scott comprise our offering.

The Centennial year also brought five alumnae, each distinguished in her field, to the College as lecturers. We feature four of them in this issue's Lifestyle section: the fifth, Carolyn Forman Piel '40,

has been so featured before, after her selection as an Outstanding Alumna (AGNES SCOTT MAGAZINE, Fall '87).

We want to especially thank College Archivist Lee Says '69 for her cooperation in photographing and identifying images and objects from the archives and alumnae. But the task is only beginning.

We also ask your help in giving any information you may have about dates, locations and identities of people pictured in the photos we've included. Lee is now working with faculty member Christine Cozzens on a pictorial history of Agnes Scott to be published next spring. More information on the Centennial book appears in the news section. Please send any information you have to Editor, ALUMNAE MAGAZINE, Office of Publications, Agnes Scott College, Decatur, Ga., 30030. — Lynn Donham

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Please accept my hearty congratulations on the fall issue!

So far, I've had time only to read the interesting and provocative articles, but am anticipating reading every word. Your choice of the outstanding people who contributed is inspiring, provocative and just plain wonderful!

Now I feel even more proud to claim Agnes Scott College as my Alma Mater.

Elizabeth Moore Kester '26
Highlands, N.C.

I would like to clarify a couple of points in the Spring '89 article about my work as an air traffic controller. First in the 1981 controllers' strike there were considerably more than 1,400 controllers fired by President Reagan—the number should have read about 11,400. Due to retirements and the number of people who never complete the training program, we are still struggling to recover.

Secondly, with the litigation still in progress concerning the crash of Delta flight 191 in August, 1985, I want to emphasize that my husband, Randal Johns, was responsible for the control of Delta 191 in the vicinity of Texarkana, some 40 minutes before the crash. At that time he told 191 that he thought a southwesterly route looked better for storm avoidance, en route, as opposed to the westerly route that the pilot wished to take. As in all cases, the pilot has the final say as to what he or she will do and 191 took the westerly route. That action had no bearing on the actual crash.

Randy's thoughts afterward were that if he had insisted that the pilot take another route to the airport, 191 would not have been at the crash point at the particular time, because it would have taken the plane a different length of time to arrive. He did not warn the pilot away from the storm that ultimately caused the crash because he did not know it was there and it was about 200 miles away from where Randy's airspace was.

Randy's feelings were entirely self-imposed and no one has ever implied that his actions in any way affect the outcome.

Lu Ann Ferguson '82
Keller, Texas

Agnes Scott Alumnae Magazine

AGNES SCOTT

Winter 1990 Volume 67, Number 3

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Fifty Years of Sojourns at Agnes Scott

by Catherine Sims



In her fifty-year acquaintance with Agnes Scott, Catherine Sims has seen many changes, yet many things remain the same.

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Keeping the Promise



Another look at some images from the Agnes Scott exhibit featured at the Atlanta Historical Society last year.

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Centennial Celebration



A festive and intellectually stimulating year, remembered with pictures and anecdotes.

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A Stunning Legacy, A Shining Tomorrow

by Lynn Donham



A brief look at Agnes Scott's history and how it shaped the College we became and will become in the future.

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Lifestyles

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Finale

Anderson's "art" is helping others through art

Dr. Frances E. Anderson '63, wears many hats. The artist, researcher, innovator, author, international scholar, future thinker, therapist and teacher says of herself, "I suppose I could be labeled either a dilettante or a renaissance person, but I've always enjoyed viewing the art field from the broadest of perspectives."

The New Castle, Del., native, who grew up in Louisville, Ky., hopes her work reflects the native American adage, "we have no word for art . . . we do everything as well as we possibly can." She began her college career planning to write poems and short stories, but during her sophomore year art won her over, and she finished with majors in art and psychology. Those fields marked the beginning of her interest in art for special-needs children.

A founding member of the American Art Therapy Association in 1969, Dr. Anderson has been among those pushing to open the door of art therapy for disabled children. It took professionals with multidisciplinary expertise to make art therapy the respected discipline in education and mental health that it is today.

For twenty years

Frances Anderson's interest has been delineating this emerging discipline. As a professor of art at Illinois State University for much of that time, Dr. Anderson has been a national and international leader in art education and art therapy. Her involvement spans research, education, publications, consulting, program evaluation; her expertise has taken her throughout the United States as well as to Australia, Pakistan, Thailand and Yugoslavia.

She has published more than forty articles, written or contributed to six books, received thirty-five grants and made more than one hundred conference presentations.

Dr. Anderson focuses on studying and documenting how the arts can help remediate behavioral and learning problems in disabled children. Her 1982 monograph, *A Review of the Published Literature on Arts for the Handicapped: 1971-1981*, which was published by the national committee Arts for the Handicapped (since renamed Very Special Arts: USA), became a nationally recognized resource.

As a result of that landmark work, five years ago a commission asked that Dr. Anderson conduct the first comprehensive evaluation of the more than 450 Very Special Arts programs in the United States and



Art educator Frances Anderson: "The artistic process is a means for growth and change for the disabled child."

thirty other nations. Back then, no hard data existed in these programs, and her information was vital in preserving and expanding VSA funding.

"Working on that evaluation was especially satisfying for me," Dr. Anderson recalled. "I took part in the establishment of Very Special Arts in Washington, D.C., in 1974."

However, it is her direct involvement with children who have emotional problems, physical or mental disabilities, hearing problems, learning disabilities, and visual problems that gives her the most reward, said Dr.

Anderson during her speech as a Distinguished Centennial Alumnae Lecturer last January at Agnes Scott.

"The overall therapeutic goal of this work is to facilitate each child's total development—emotional, physical and intellectual—through art. The artistic process is the means for growth and change, the process through which a child gains a greater self-awareness and has experiences with success," she said. "The special child learns to decode the chaos of traumatic life experiences via the intermediaries of paper,

paint, and clay. The benefits of art as therapy," Dr. Anderson said, "are related to fulfilling needs that special children have: [the same] needs that nonimpaired, 'healthy' children have."

As for her contributions to the profession of art therapy, the educator is most proud of her graduate students. All have made their own contributions to the profession, she noted.

In 1979 she published a work jointly authored with a colleague at Illinois State University and one of her doctoral students titled "Art for the Handicapped." The training model and subsequent evaluation method used in the book are still very valid, according to Dr. Anderson. After a decade, "Art for the Handicapped" is still the seminal work in the field. She plans to include case studies from it in a revised edition of another work.

Dr. Anderson has been a visiting scholar or professor at universities in the U.S. and Australia, including a 1982 term as visiting scholar at Radcliffe College's Bunting Institute.

Two years ago, Dr. Anderson received the prestigious June King McFee Award from the National Art Education Association. The award has been given to fewer than ten outstanding art educators for significant

contributions to the field. This past February, she was one of three Illinois State University faculty members named outstanding researcher.

Despite the vast amount of time Dr. Anderson spends with her work, she continues her own artful pursuits, including ceramics, watercolors and photography. She blended her photography skills with a recent passion for scuba diving and has become an underwater photographer. She also is an avid tennis player.

Although she is quick to acknowledge her mentors, Mary J. Rouse of Indiana University (where Dr. Anderson earned her master's and doctoral degrees) and Agnes Scott's Miriam K. Drucker, Dr. Anderson realizes that mentors are rarely recognized.

In addition to those women, said the distinguished educator, "I would have to quickly add all the handicapped children with whom I have worked. They have taught and given me far more than I have ever given them." In the final analysis, the real test of mentorship is whether it is 'passed on.' My hope is that those whom I have helped along the way have indeed 'passed it on.'" — **Marc Lebovitz**

Marc Lebovitz is assistant director of the Illinois State University News Service.

Legislator's career stresses equality for all

Nobody in Washington, D.C., wanted to hire women lawyers back when Bertha "B" Merrill Holt '38 was looking for a job after earning her law degree. Take a typing course, they said, and maybe you can find work as a legal secretary. Ms. Holt never did learn how to type, but it hasn't slowed her down.

Now in her fourteenth year as a North Carolina state legislator, Ms. Holt still encounters folks who don't expect a lawyer to be a woman. "The most fun I have is driving around Stokes County, where you can find a bunch of guys wearing bib overalls sitting around a wood stove at a country store. They look at me like I'm something from Mars. But we get chatty, and when I come back, they greet me and ask questions and we talk."

But if Ms. Holt is something of an anomaly in the state legislature, it's for her outspoken views rather than her gender. She can be as charming and gracious as you please, but mention an issue like the Equal Rights Amendment—which was narrowly defeated in North Carolina—and Ms. Holt gets visibly agitated.

"If we had passed the amendment here in North Carolina, it would have been ratified nationally," says Ms. Holt, who served

as the constitutional amendments committee chair at the time. "We lost it by two votes, and it was absolutely lost by our chief justice, a woman, who called members of the Senate and asked them to change their vote. I will never get over that. It was totally unbelievable to watch women destroy the Equal Rights Amendment."

"John Stuart Mill, way back yonder, wrote an essay about women," she continues. "And he said this: Women will stop women from getting anywhere. He wrote that back in the 1800s, but if it were reprinted, you'd think it had been written today."

Even though Ms. Holt has been active in social legislation, she has avoided working strictly on "women's issues," since her district, the 25th, consists of a diverse constituency. Her formula for success is simple: "I can't bother to lie because it's too much trouble to remember what I said. So I just tell the truth no matter what. You just emphasize different things" depending on your audience, she says.

Ms. Holt has also been active in the Episcopal church. When she was appointed to the vestry, Ms. Holt was instrumental in getting a woman lay reader licensed to administer the chalice. "We had to set it up so that two people administered the



A strong advocate of women's rights, "B" Holt has been surprised that "women stop women from getting anywhere."

chalice," she says, "and if someone didn't want to receive the wine from a woman, they could go to the other side—and they did." Ms. Holt is also one of only three people to receive the North Carolina Council of Churches' Faith Active to Public Life Award.

For the past twenty years, Ms. Holt and her husband, Winfield Clary Holt, have traveled

abroad on what she calls their "total immersion plan." This fall, they ventured to Istanbul, Egypt, and England. She spends a year preparing for these trips, reading about the countries they plan to visit and learning some of the native languages.

But her biggest passion, outside of work, is fine wines. Before she entered the legislature, Ms. Holt presented slide

show lectures about wine and even considered opening a wine store. "I wish I'd started this hobby earlier because there's so much to learn," she says. "I used to belong to a group called *Les Amis du Vin*, and we'd hold working taste testings to compare different wines. That's one way to learn. But it bothers me when people come up to me at a party and say, 'You'll be pleased to see I'm drinking wine now instead of liquor,' and they've brought a jug of something and drink the whole thing. That's not the point."

As a politician who's seen many changes during the course of her career, Ms. Holt has maintained a wry sense of humor about her profession and herself. "Since I've been [in the legislature] a long time, people know my name and they'll call me and want to know everything in the world. One minute they think I don't know anything, the next minute I'm supposed to know everything. Girls will call me up and want to know what to major in. Last winter, on a rainy Sunday afternoon, a woman called me up and wanted to see me urgently. So she came in, and explained that she was retired, had been divorced, was drawing Social Security, and she wanted to know if I thought she should get married again."

Ms. Holt says she wants to continue in the legislature as long as possible, because it's a "never-ending source of excitement. I've purposely stayed in the House rather than going into the Senate because I like the making of laws. Actually, last session I spent more time trying to stop bad legislation, which takes more time and effort than it does to pass good legislation. But it's rewarding when you can see that you're having some kind of effect on getting good laws passed and making good things happen."

Her hard work in the legislature has not gone unnoticed either. In November, Ms. Holt will receive the Ellen B. Winston Award for her work in social legislation. Ms. Winston was the first woman commissioner of welfare in North Carolina and went to work in the Health, Education and Welfare Department in Washington, D.C. Ms. Holt says Ms. Winston "never stopped working; she was a real ball of fire."

"When you gather all the awards together they look pretty good," she says. But working for better social conditions "is one of those things you just do." — Bridget Booher

Bridget Booher is the features editor for *Duke Magazine* in Durham, N.C.

Editor Taylor seeks to capture the write word

Editors eventually use almost every piece of information picked up from their formal education, general reading, and life experience, says Priscilla Shephard Taylor '53 of her chosen profession.

"What I most like," she says, "is that I learn something new every day, indeed, with every project. And I've never met a manuscript that couldn't be improved, however esoteric the subject."

A Distinguished Centennial Alumnae Lecturer this past year, the McLean, Va., resident edits Phi Beta Kappa's quarterly *Key Reporter* and is senior editor for Editorial Experts, Inc., the largest editorial firm in the Washington, D.C. area, where her affinity for precision with the written word has earned Priscilla Taylor a notable reputation.

When the College asked her to talk about editing in general, and the relationship between liberal learning and her career, she says she enjoyed being forced to put some perspective on her profession and Agnes Scott's contribution to her preparation for it.

"In effect, editing is a liberal arts education carried to its logical extreme — it spans every discipline. Agnes Scott not only educates you broadly, but it teaches you to think

clearly—and clear thinking is the secret of clear writing," Ms. Taylor says.

Agnes Scott's first Fulbright Scholar, Ms. Taylor received her master's degree in international history from the London School of Economics in 1955. She subsequently worked as an analyst/editor for the Central Intelligence Agency in Washington, D.C., and later lived in four Asian cities during her husband's stint with the State Department. She has taught overseas and at the University of Virginia.

Before joining the just-started Editorial Experts in 1976, Ms. Taylor worked as a contract writer with several government agencies. Before taking on *The Key Reporter* in 1984, she was editor of *The Editorial Eye*, a newsletter for editors and writers that focuses on publications

standards and practices, and she continues to write articles and to review books for that publication.

She works on a variety of publications—from national commission reports and government agency journals to popular magazines—but Priscilla Taylor says that for the past few years she has concentrated on academic publications, including a series of diplomatic case studies for the John Hopkins School for Advanced International Students and a number of books on current domestic policy for Washington think tanks.

She has completed a dozen books for the Woodrow Wilson Center for International Scholars, which are being published by the Cambridge University Press.

"If I have a specialty," she says, "it may be turning scholarly papers

presented at conferences into readable books. Right now, I'm finishing a fascinating study on 'Whither the Balkans?' for the Wilson Center, and I can't wait to get to the next in line, a review of German and Chinese literature since World War II.

"My husband has often said he thinks I'd probably work for free, because I enjoy it so much."

Ms. Taylor met her husband, Jack, a veteran of several government departments, when they were both working in Washington in the mid-1950s. Both now work at home surrounded by books, electronic typewriters, and a computer. (Ms. Taylor's husband is a full-time writer.)

Doubleday recently published Jack Taylor's third biography, a book about his father called *General Maxwell D. Taylor: The Sword and the Pen*. When asked if she edits her husband's writing, Priscilla Taylor says, "His work needs little editing—I taught him all I know some time ago, but I do make sure that the style is consistent. We often consult each other on our various projects."

She believes that writing and editing take different skills. "I consider myself an editor rather than a writer," she says, "though I end up doing a great deal of writing. But most writers are creative,



Priscilla Taylor, an "inborn" editor of skill and practice: "I've never met a manuscript that couldn't be improved."

and creativity can detract from one's willingness to retain the original flavor of someone else's work."

For his part, Jack Taylor comments, "My wife's remarkable power of concentration is part of the secret of her success. I write at most for a few hours at a stretch, but she can concentrate almost without stopping all day."

She does stop, though, whenever a tennis game beckons, which can be two or three times a week. "I didn't discover tennis until I found myself in Rangoon [Burma] with a tennis court in my front yard," Ms. Taylor says.

The Taylors have three children, the second of whom, Katharine, has taken an editorial job in Maryland. "The predisposition that makes good editors is inborn, though editors become skilled with practice and study," Ms. Taylor says. "I used to smile at Kathy's efforts to resist being an editor because she obviously had all the right instincts."

The Taylors' oldest daughter, Alice, is a professional cellist in London where she lives with her husband, a musicologist at the University of London. Jim, 23, graduated from Davidson College in June. — **June Dollar**

June Dollar is a writer and editor at the American University. She last wrote on Katharine Van Dusen '72 for the Winter 1988 issue.

Asia watcher delighted by era of change

June 4, 1989 was a memorable, emotional day for Dr. Mary Brown Bullock '66. It was difficult for her to watch television from her home in Washington, D.C., and see the eruptions in Beijing's Tiananmen Square without feeling anxiety for a country so close to her heart.

The daughter of Presbyterian missionaries, Dr. Bullock spent her childhood in Asia and gained appreciation and understanding of the region's people. Her elementary years were spent in Kwangju, Korea, where her mother taught her school. She later attended an international high school in Japan, and returned to the U.S. to attend Agnes Scott, majoring in history. She received her master's and Ph.D. in Chinese history from Stanford University.

Dr. Bullock recently accepted the opportunity to put her experience to work in the nexus between academics and public policy. As the new director of the Woodrow Wilson International Center for Scholars' Asia program, Dr. Bullock directs research programs and program conferences on both East and South Asia.

The Woodrow Wilson Center is a non-partisan research institution for the humanities and social

sciences that brings in fellows from throughout the world through an annual international competition. The center is designed to bridge the gap between the world of scholarship and the world of public policy.

"About a year ago I decided I needed a change," says Dr. Bullock, who had spent a year at the Wilson Center as a fellow while on sabbatical in 1984. "I knew that the Wilson Center would provide an ideal opportunity to continue my work in China, while returning to my broader Asian interest in both Korea and Japan. The Asia program has a wide geographical reach—from Afghanistan to Japan. I spent several weeks in Japan this summer, and will travel to India in November."

For more than a decade Dr. Bullock had been the Director of the Committee on Scholarly Communication with the People's Republic of China (CSCPRC). This national organization pioneered the renewal of American academic relations with China.

"At the CSCPRC I had the extraordinary opportunity of being in the right place at the right time. We were able to bring together Chinese and American scholars just as the door to China was opening. I became involved in establishing training and research programs for American graduate students and faculty in China,

as well as the flow of Chinese students to the United States.

"Now that I am at the Wilson Center, I am able to continue my focus on academic relations with China, including the current plight of Chinese intellectuals and students, both in and outside China. For example, we are holding a series of seminars titled 'China's Continuing Revolution,' which brings policymakers from Capitol Hill, the Department of State, and the National Security Council together with scholars to explore the historical roots of China's current crisis."

Dr. Bullock says that her decision to take the career direction she has was a "fairly natural" one.

"Living abroad was such an important experience for me," she says. "I look back on my childhood as an idealistic time, although I do remember being stared at a lot. There were few Americans living in Kwangju at the time. There might have been seven American families in a city of 250,000 people." Although this was isolating, she believes her childhood shaped and prepared her for what she is doing now.

"I became good friends with Korean children. I've developed a long-standing affection for Asian people, and I feel very comfortable in their environment."

Dr. Bullock says the

transition from Asia to the United States wasn't easy. The U.S. was in the midst of the civil rights movement of the '60s and the emphasis of the nation was less on international affairs than on domestic ones.

"I had friends at Agnes Scott who helped smooth my transition, but I was not prepared for the extent of segregation in the U.S.," she says. "I do look back at those years at Agnes Scott as a time when the South was going through tremendous change. It was ulti-

mately a very positive experience.

"One of the most memorable times was participating in the Selma march. It was scary, but I never doubted that the changes people were striving for would be made."

Dr. Bullock doubts that her family will ever live abroad, but hopes to expose her children to as much Asian culture as possible. Her son, Graham, 13, has traveled with her to Asia, and her daughter, Ashley, 9, will

accompany her in the near future.

"Graham, my brother Bill, and I traveled to Kwangju a few years ago and met with some of my father's associates. Korea has changed more than China. We had a marvelous time," she says.

A second brother, George Brown, directs Agnes Scott's Global Awareness Program, while her mother, Mary Hopper Brown, is an alumna, class of '43. Dr. Bullock's husband, George, is an historian who shares his wife's interest in international affairs.

She and her husband met at Stanford and married shortly after her Ph.D. exams. They moved to Texas and later Alaska, where both taught at the University of Alaska. Eventually, job opportunities brought both Bullocks to Washington.

"I finished my dissertation in 1973. Nixon had traveled to China and everything was beginning to open up. In 1974 I made my first trip to China, accompanying American seismologists. That was the beginning of about fifteen years of work in U.S./Chinese relations," Dr. Bullock says. "Since the early '70s I've travelled to China once or twice a year, working mainly with scholars in all disciplines.

"The changes I've seen in Beijing have been extraordinary. I doubt that any city has changed as much in the past decade.

Anyone participating in U.S./Chinese relations sensed the escalating pace of change until this summer. It is difficult now to assess the future."

Dr. Bullock's first book was on the Rockefeller Foundation in China, and she has authored many articles on U.S./China relations. She is currently working on a second book which is partly based on her experiences, *China Turning West: Scientific and Cultural Relations with the U.S., Japan, and Europe, 1978-1988*.

She says that in looking at China she perceives a nation preoccupied with both tradition and change. "The key question for more than a century has been: What does it mean to be Chinese in a modern world? What values—Chinese or Western—will promote social cohesion, national unity, and economic development?"

"Our two societies are quite different," Dr. Bullock says. "But, when I sit down with my Chinese colleagues, I find that the conversation most always turns to our children.

"We talk about their education and their future. 'What does the future hold for them?' we ask ourselves. China doesn't have problems with drugs or teenage pregnancies as we do, but their world is very uncertain. A different world, but a shared concern with family."

— June Dollar



Mary Brown Bullock: An "idealistic childhood" in China laid the groundwork for a lifelong interest in Asian studies.

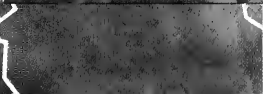
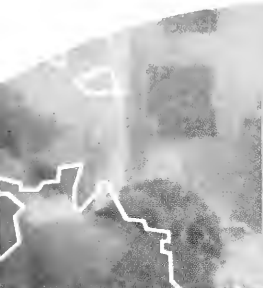
FIFTY YEARS

OF SOJOURNS AT AGNES SCOTT

A distinguished writer, Maya Angelou, had been invited to address the final Centennial Convocation on September 22, 1989. On the afternoon of September 21, the speaker sent word that travel problems would prevent her filling the engagement. On the evening of the 21st President Ruth Schmidt asked me if I would speak briefly at the Convocation. That I would consider doing so is one of the benefits of a liberal arts education. It helps you to learn how to do what passes for thinking while on your feet.



BY CATHERINE SIMS



I give the credit to those class discussions in which we had to participate, those essay questions we had to answer when we hadn't quite finished the assignments.

As I stood at the lectern, it came to me that the only reason for my being there was that I have been around a long time. My appointment as interim dean of the College was the fourth time I had been on the payroll. On three previous occasions I had been a member of the teaching faculty, once for about twenty years. Clearly I was a re-tread, but a re-tread rolling along happily and very glad to be back even for a short time in these familiar surroundings. In fact, as I walk from building to building, in and out of the office in Buttrick, to the library, the business office, Presser, Evans, the Faculty Club, I feel as if I have never left.

I do not remember even one telephone. There were a few, very few, on the first floor: in the President's Office, in Dean Stukes' office, in the Registrar's, and in Mr. Tart's office. There may have been a pay telephone which faculty could use if they had the correct change.

We did not, as I remember it, feel ourselves mistreated. Our offices

President McCain shows the new Frances Winslow Walters Infirmary to alumnae, circa 1949.



were very few student cars on the campus, and I cannot remember many complaints about parking. I used to come out from Atlanta on the trolley, getting it somewhere in the neighborhood of Auburn and Edgewood Avenues. The fare was five cents. There were always some students going out to the College and then returning to Atlanta in the late afternoon. They watched with amusement as I corrected papers on the return trip or studied my lessons on the way out.

We faculty complained a good deal because we couldn't have all the new books we felt the library should be buying. Those of us teaching on the library side of Buttrick complained because the grounds crew always seemed to be cutting the grass right under the windows of 102 and 103 and 105. I think that the dean's office where I now sit five days a week is where I



Catherine Sims advises student Nan Johnson '49. The present interim dean then taught history and political science.

On the large, impressive desk in the Office of the Dean there is an impressive telephone. There are 47 buttons to push and I have had considerable difficulty in making full use of them. This reminds me of the time when there were no telephones in faculty offices. On the third floor of Buttrick, there was one telephone. No one would answer it. In fact it was as though there were an unspoken agreement to pretend that it was not there. On second Buttrick

were very plainly furnished. Some of us shared them with others. There were no computers, no word processors. If there were bookcases, they might be on the decrepit side. No rugs, no easy chairs, unless someone had brought one from home. No typewriters, unless our own. No faculty secretaries. We made out our own tests and examinations, using a device unknown to the present generation of faculty. It was called a stencil. Having typed it yourself, you placed it on a type of well-linked roll and turned the roll by hand until you had the number of copies you needed. Or, if you didn't feel equal to coping with the stencil, and if your class were small, you simply wrote the questions on the blackboard.

Why all this deprivation? Because the College was poor. It was a case of plain living and high thinking. Our salaries were meager, even by the standards of those days. There



Present-day students "would be wise to take some tips" on neat dress from these hobby-soxers, says Dean Sims

taught History 101 and History 203 and a cocktail of political science courses. In the afternoon, for some years, there was a once-a-week current events class. That one I remember because the class reading was Section IV of *The New York Times* Sunday edition and selected articles in the *Sunday Magazine*. *The Times* of today is only a shadow of

what it was, and this is especially true of Section IV, if Section IV still exists.

One reason we did not complain much, except about books for the library, was that no one around us seemed to be living in luxurious conditions. Dean Stukes had a very small office, and if he had a secretary, I cannot remember her. President

Students from the 1940s play basketball in Bucher Scott Gymnasium, now the Alston Campus Center.



Campbell Foundation to fill some gaps in our library collection, particularly in international law. And the foundation paid for two large, plastic relief maps, one of Europe, the other of the United States. They were a great help in teaching, in explaining the movement of peoples, how boundaries in Europe were set, the significance of city locations in relation to river valleys and intersections of rivers. The map of the United States was extensively used by Walter Posey, professor of history, in his classes on western migration. I remember once that he put the map on a very large table, poured a cup of water on it somewhere up near the Canadian border, and we watched the water trickle down, through little streams into mighty rivers, and the water drained into the Gulf of Mexico.

Before there was dependable TV, and even in the infancy of TV, we

were modest, even though the speakers were often well known. Three hundred to five hundred dollars was a large fee.

Now that I am back again I see many changes but I don't always notice them until someone says something about the Faculty Club. "It's in the Old Infirmary." "What do you mean," I say, "the OLD Infirmary. That's the new Infirmary."

I remember when it was being

Annual visitor Robert Frost with students, before a dinner in his honor.



McCain had a secretary but she carried out many duties, and he typed a great deal of his own mail. In fact, the two or three of my letters of appointment from him had all been typed by him, with some of the signs of the amateur typist which my own work shows.

Poor we might have been, but anything needed for the teaching program, anything which was available in those simpler days and which the College could find the money to pay for, was available. For our current events talks during the war years, in the weekly convocations, Dr. McCain bought a fine, very large map and a stand to hold it. A student, with a wand, pointed out the places that were discussed in the talks. She wasn't the world's best geographer but sooner or later she would find the place which was mentioned.

I recall that the College received a generous gift from the John Bulow



Students and their dates sign out to visit the Ansley Hotel's Rainbow Room after the 1939/40 Junior Banquet.

depended on our convocations and our public lectures to keep in touch with the great world outside. The College Lecture Committee, of faculty and student members, was chaired by Miss Emma May Laney, a woman who demanded much of herself, of her students and of the lecturers whom the committee invited to the campus. Fees paid

constructed, the gift of a very generous donor, Mrs. Frances Winship Walters. She wanted it to be elegant as well as practical. Dr. McCain, who understood well that it is one thing to make a friend who will give you a building, but equally important to keep the friend (who may well be persuaded to give another building), wanted to let her see the building as the exterior construction was completed and work had begun in the interior. But this was during one of those long, cold, wet spells which we sometimes have in this area. The lot lay low and the site was a muddy mess. Mrs. Walters couldn't get near it.

This worried Dr. McCain. I remember him telling me about it, and he said, "It would break your heart to see the old furniture from the old infirmary which we are going to have to move in there." I take credit for giving him one piece of advice which worked well. "Take Mrs.

Walters into the old building and let her see the iron beds and the beat-up chairs and tables." He did so, and the result was that we had the most elegantly and luxuriously furnished college infirmary in the country. The living room looked as if it had been done by Brown Decorating Company. In those days, there was hardly anything more impressive than a room "done" by Brown.

I remember the students of the '40s and '50s very well. Those were the classes which I taught, some of them from freshman through senior year. I see many of them rather often, at the grocery, at the College, at the symphony, at the High Museum, all around the Atlanta area where I live. I remember them as wearing skirts and blouses and saddle oxfords. They always looked neat and the students of this present generation would be wise to take some tips from them. Not that they were

program, the president of a well-known college in the middle west. He was asked from the floor about what academic and educational issues he discussed with his students. He paused for a second and then said, "Most of the time I am talking about Bermuda shorts and beer on the campus."

Consumer lobbyist Ralph Nader, one of many important public figures to visit the campus.



the context of academic freedom.

Wallace Alston was president when the College received the first very large bequest (from the estate of Mrs. Frances Winship Walters) and he therefore had fewer financial concerns than had Dr. McCain. He could pay better salaries, be more generous in grants to attend professional meetings. I think we even got a few telephones and the library budget was larger. But he also had to deal with a time of changing relations within the College. The faculty were much more assertive, students much less acquiescent. Nor was it, the '60s especially, a very happy period in our country. The murder of President Kennedy, the morass in Southeast Asia in which President Johnson found himself engaged were reflected in student attitudes. Not only were they questioning the policies of the Washington government, they were



Dean Sims remembers only one phone on third-floor Buttrick in the '30s. By the '70s every office had one, by the '80s all had computers.

all great beauties. But they made the best of themselves. Points of dispute between administrators and students turned on relatively simple matters (as I see it now) like wearing stockings. The dean of students thought stockings essential for classrooms and the dining room. The students eventually won the argument when stockings became difficult to get and expensive. I remember that we had a very distinguished educator on the lecture

In the long period covered by my lives at Agnes Scott, there are two presidents whom I remember well, who stand out. One was James Ross McCain, who presided over a very poor college. But he saw to it that we always had everything in reason that was needed for the teaching program. What we had would be peanuts to the present faculty, but it was the best that could be given then and the president's effort was to ensure the highest quality for the educational program. He never pressed for research, though he was always gracious in recognizing those in the faculty who found the time for research; what he wanted was the best teaching of which we were capable. Never was there any pressure, any even slight evidence, of an effort to control our work. Our duty was to be professionally competent, professionally responsible, professionally fair, and to present the disciplines in which we worked in



Deadline crunch. Members of the 1977 Profile staff.

resisting what they felt to be unreasonable, anachronistic policies on the campus, especially in the residence halls.

I happened to be here in the 75th anniversary year, on a fleeting visit after four years' absence in Turkey and Western Europe and before leaving for ten years in Virginia. I remember that a group of students

wanted to have a non-credit course on Vietnam. We met twice a week in the late afternoon for some weeks. There were no assignments. The students read as they pleased and, of course, by that time the commentators and "talking heads" were at their peak of commentaries and pontifications. I stood in front of the

Agnes Scott has had three physical education buildings in its history. Pictured, the pool in the latest physical activities center, the Woodruff Building.



the war in Southeast Asia. There were several weeks in 1970 when it was hard to keep the educational program going. A mobile and restless student generation tested the patience of all. By the beginning of the '70s President Alston was worn-out, and so was the campus.

A new president, Marvin Perry, came in 1973. I was on the campus, doing sabbatical supply teaching in the mid '70s, and watched with admiration the beginning of the renovation and new building which, continued in the presidency of Ruth Schmidt, have made this campus beautiful and functional to a degree it never had been. Now Agnes Scott is rich in buildings, books, computers; rich in a highly qualified faculty, rising enrollment of good to superior students, a lively, interesting place, benefiting from the past but not possessed by it.

In the 75th year the fee for tui-

Nelson, Bertie Bond, Mollie Merrick, Dot Market, and Lillian Newman.

On the board of trustees for 1989-90 we find a Smith, John E. II. Wallace Alston Jr., Scott Candler Jr., two Sibleys, a Gellerstedt, this being "Young Larry," a great-grand daughter of Colonel George Washington Scott, Betty Noble Scott, and on the emeritus board, Alec Gaines, J. Davison Philips, another Smith,

Before graduation, students find themselves on the road to adulthood, not always easily and evenly, but on their way.



group, but the students did the talking. The faculty were restive enough to respond immediately when it was suggested that we needed a chapter of the American Association of University Professors. So far as I know, there never had been one at Agnes Scott. Students pressed very hard for liberalization of the social rules, such as male visitors in the dormitories, beer and wine on the campus, relaxed hours for return to the campus at night. It was not an easy time for President Alston, a wise man, a generous man, and a man of peace.

It was Wallace Alston's special contribution to the College to work to heal the divisions, to make of what was a divided campus a cooperating community. For the faculty there was a more generous retirement plan, there were sabbatical leaves. Late in his presidency (I wasn't here but I heard about it) he faced with patience and courage the divisions within the community over



Times and dress change, says Dean Sims, but Agnes Scott students remain "above average" intellectually.

tion, room and board was \$2,125, for the year (not for the month), now it is \$13,685. Among the faculty and administrative staff on the list for that year you will find some familiar names of people who are still here — Miriam Drucker, John Tumblyn, Sara Ripy, Eloise Herbert, Kay Manuel, Thomas Hogan, Jack

this is Hal, father of John, and Diana Dyer Wilson. Twenty-five years ago, there was Hal Smith, chairman of the board, Alex Gaines, vice chairman, G. Scott Candler Sr., John A. Sibley (father of Horace), L.L. Gellerstedt Sr., Wallace Alston Sr., Diana Dyer Wilson, J. Davison Philips.

Of the several ages of Agnes Scott College which I have seen, and of which I have been a very small part, there are the similarities: a highly qualified faculty, dedicated to good teaching and scholarship, students above average, active, concerned about their responsibilities as citizens, growing to full adulthood, not always easily and evenly, but on their way.

And from top to bottom, a commitment to qualify in all aspects of life at Agnes Scott. Other times—other manners. But the essentials remain the same.

1989

1989

KEEPING · THE · PROMISE

Agnes Scott was on display for much of the past year, as the College celebrated its 100th birthday.

The most lengthy and visible vestige of the celebration was the College's exhibit at the Atlanta Historical Society, which ran from December 1988 to May 1989. There, a wider audience could take a glimpse at the fledgling girls' school that grew into prominence and became Agnes Scott College.

■ For visitors familiar with the campus, real brick walkways and columns lent a fa-

miliartouch. Photographs,

documented the College

provided a capsule of life

the South throughout the

academics, strict dress

just plain-old-fun were



clippings and mementos

and its graduates and

in Atlanta, Decatur and

century. ■ Rigorous

and behavioral codes, and

chronicled in the ex-

hibit as well. The still-traditional aspects of College life such as Investiture, Black Cat and the

Honor Code Parchment graced the exhibit along with such former traditions as the much-

awaited annual visit of New York's Metropolitan Opera, when students dressed in their finest

and "went to town," and the Hopkins' jewel, given each year to the senior "who most nearly

embodied the ideals of Miss Nanette Hopkins," former dean of students. ■ But mostly, the

exhibit celebrated Agnes Scott women as students and as graduates. Their tradition of missionary

and volunteer service, their excellence in the professions, from psychiatry and movie-making

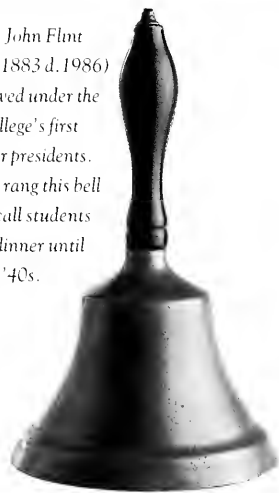
to writing, law and theater, were displayed for all to see. ■ If time or distance prohibited

you from seeing the Atlanta Historical Society exhibit, turn the page for your personal tour.

Student life consisted of more than academics, as the objects on this page exemplify. Lively dinnertime conversation, frequent and festive trips to nearby Atlanta to indulge in the arts, and the pursuit of a fit body kept Agnes

Scott students busy in their free time. Many students made their theatre debut in Blackfriars productions or pursued their editorial inclinations by working on the *Aurora*, *Silhouette* and *Agonistic*, the student magazine, yearbook and newspaper, respectively.

► *John Flint*
(b.1883 d.1986)
served under the
College's first
four presidents.
He rang this bell
to call students
to dinner until
the '40s.



► *Falling Icarus*.
This Otto Flath
sculpture commemorates 12 alumnae who
were among the 122
Atlanta art patrons
who perished in a
1961 plane crash at
Paris' Orly Field. It is
named for the mythological figure who fell
into the sea and
drowned after flying
too close to the sun.





▲ Remnants of another era's school pride. Agnes Scott Institute lapel pins.

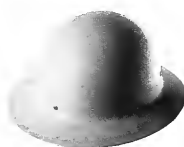
► These mannequins stood at the entrance to the exhibit. Pictured are bachelor's and doctoral gowns. The cap and gown shown on the left mannequin belonged to Dean Nannette Hopkins. To the center is Dr. Frances Clark Calder's ('51) faculty gown, its adornments signifying doctoral status.



◀ Dressing up and "going to town." An Agnes Scott student may have carried this evening bag to the annual visit of New York's Metropolitan Opera, once the most-awaited event of the winter season.



▼ Agnes Scott has had a physical education program since its infancy, as this field hockey stick attests.



▲ According to oral recollections, Dr. McCain wore this pith helmet as campus air-raid warden during World War II.

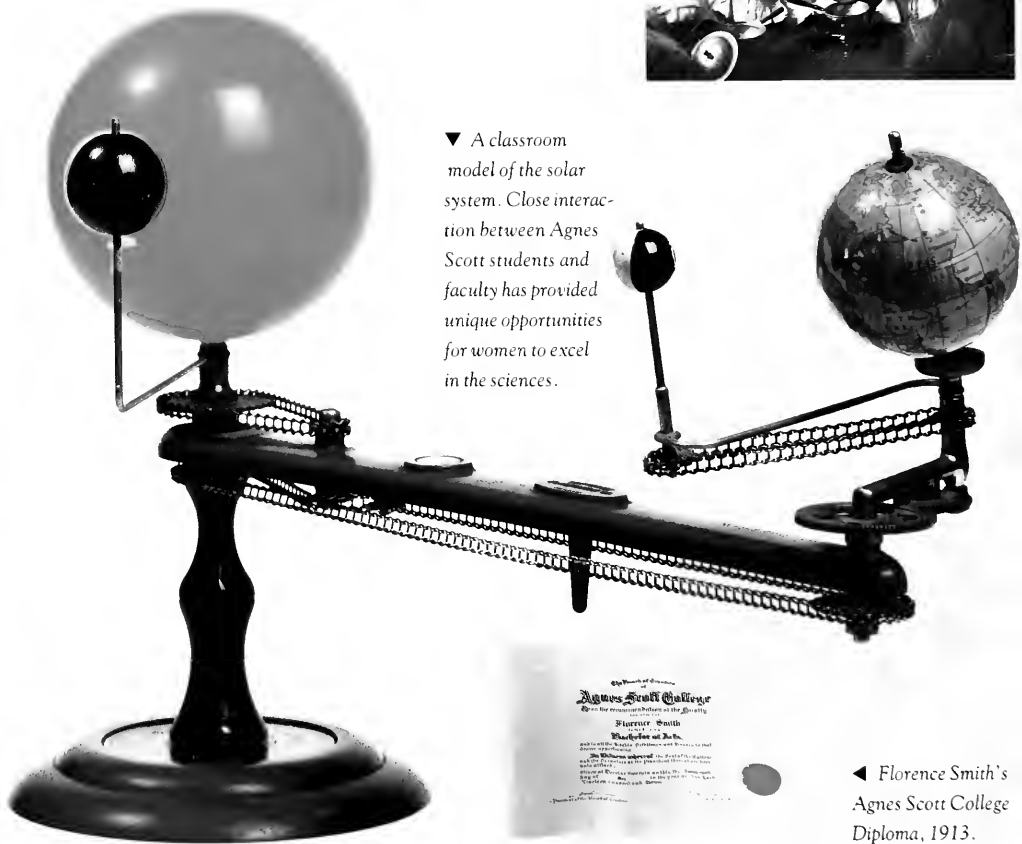




◀ Early on, administrators saw the connection between a healthy body and an inquisitive mind. Students regularly donned the athletic attire of their day in their quest to keep fit.



▼ A classroom model of the solar system. Close interaction between Agnes Scott students and faculty has provided unique opportunities for women to excel in the sciences.



◀ Florence Smith's Agnes Scott College Diploma, 1913.

◀ The Chafing Dish Club, 1902. College administrators sometimes wrote to parents,

asking them not to send sweets to their daughters.



▶ Agnes Scott's Glee Club has performed in many places throughout Europe. Members brought this Swiss cowbell home from one of their tours.

A

strong intellectual life has been the hallmark of an Agnes Scott education. Frequent visitor Robert Frost once told an audience of students,

"Choose your associations from those minds stimulating and responsive to yours and earn your place among them." Many Agnes Scott alumnae, distinguishing themselves as authors, educators, volunteers, lawyers and other professionals, have taken those words to heart.

▶ This microscope belonged to biology professor Mary Stuart

MacDougall (1919-1952).



Robert Frost

COLLECTED POEMS OF ROBERT FROST

1939



NEW YORK
HENRY HOLT AND COMPANY

◀ A special friend of the College, poet Robert Frost visited Agnes Scott twenty times. The autographed book is part of Agnes Scott's Frost collection, one of the largest in the country.

A

gnes Scott's earliest graduates pioneered in fields their mothers never dreamed of. That remains true as opportunities continue to unfold for women

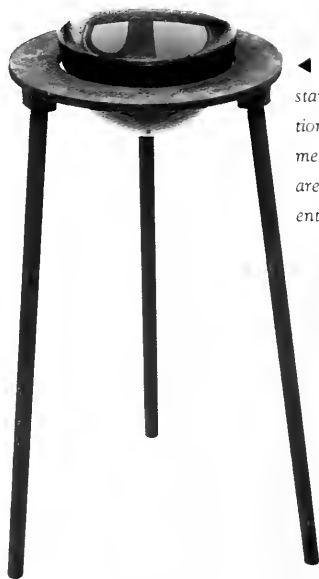
today. For present-day students, some of the College's traditions of excellence, such as the Hopkins jewel – given to the student who most embodied the ideals of beloved Dean Nannette Hopkins – are gone. Other traditions – the Global Awareness Program, for example – are helping women find new ways to excel.



▲ The beginning of a lifetime of opportunities. Graduates of this Decatur college have made an impact in their communities around the world.



◀ A statue from Burkina Faso given to Decatur Mayor Mike Mears during a visit. Agnes Scott joins Decatur in its sister-city relationship with the capital of this African country.



◀ A glass retort and stand used in distillation. Current equipment and instruction are a mainstay of scientific study at ASC.

▼ Dean Hopkins' footstool, on which many classes knelt for Investiture and Commencement.



► A Hopkins jewel, awarded 1929–1954.



► A mannequin stands in a replica of Agnes Scott's first library, housed in

President Frank Henry Gaines' office. At night students would slip down the

stairs to use the books. The stained glass window was taken from the Hub.



◀ A student handbook. Many parents feared that educating their daughters made them unmarriageable, but students stringently followed rules of good behavior.

► This dionmer hails from Zaire, one of the many countries in which Agnes Scott graduates have served as missionaries or nurses. The spiritual life of the College has inspired many women to pursue a religious vocation.



Party Hearty! Students at the Closing Weekend's Street Dance outside the Alston Center. Celebrants ignored unusually cool fall weather and danced until 1 a.m.





C E N T E N N I A L

CELEBRATION

AS GOOD TIMES SEEM TO, THE YEAR PASSED TOO FAST. AGNES SCOTT'S YEARLONG BIRTHDAY PARTY CULMINATED LAST FALL WITH "THE PARTY OF THE CENTURY" AND A WEEKEND FULL OF FESTIVITIES.

IN BETWEEN WAS ARTS SYNERGY, ALONG WITH THE VALUES SYMPOSIUM, LECTURERS, DISTINGUISHED GUESTS, EXHIBITS AND PARTIES. AND SOMEHOW, THROUGHOUT IT ALL, THE ENTIRE CAMPUS MANAGED TO KEEP UP WITH REGULAR TASKS AND EVENTS. NO SMALL FEAT.

A FEW GLITCHES — SOME MINOR, SOME MAJOR — OCCURRED. A WINDY DAY ON THE OPENING WEEKEND SENT VOLUNTEERS SCURRYING TO SETTLE TABLECLOTHES BEFORE LUNCH ON THE QUADRANGLE. IT RAINED ALUMNAE WEEKEND AND THEN AGAIN A FEW WEEKS LATER AT COMMENCEMENT. AND HURRICANE HUGO, WHICH UNDOUBTEDLY KEPT MANY SOUTH AND NORTH CAROLINA ALUMNAE FROM ATTENDING THE CLOSING CELEBRATORY WEEKEND, ALSO PREVENTED SPEAKER MAYA ANGELOU AND MAURICE AND THE ZODIACS LEAD SINGER MAURICE WILLIAMS FROM APPEARING. BUT PEOPLE WERE DETERMINED TO HAVE A GOOD TIME — AND DID.

NO ONE PERSON WAS AS CLOSELY INVOLVED WITH THE YEAR'S ACTIVITIES AS CAROLYN WYNENS, THE DIRECTOR OF THE CENTENNIAL CELEBRATION. LAST SPRING, BEFORE THE CELEBRATION'S OFFICIAL END, HER CO-WORKERS NAMED HER ONE OF THREE EMPLOYEES OF THE YEAR, NO DOUBT IN RECOGNITION OF HER HARD WORK AND SPECIAL TOUCH THROUGHOUT THE YEAR. FOLLOWING, MS. WYNENS MUSES ON HER WHIRLWIND YEAR.



Part of Arts Synergy week, this whimsical sculpture by Mary Jane Hasek became a campus favorite.



"IT WAS LIKE THE FOURTH OF JULY AND CHRISTMAS ROLLED INTO ONE. THERE WAS AN EXPLOSION OF SPIRIT AND PRIDE, AND I SENSED A FEELING OF COMMUNITY THAT I HAVEN'T FELT FOR A LONG TIME. MY ONLY REGRET IS THAT EVERY ALUMNA COULDN'T EXPERIENCE IT FIRSTHAND." — ANNE REGISTER JONES '46

What's a celebration without fireworks?



Descendents of Agnes Irvine Scott and College officials went to Alexandria, Pa., to pay homage to the College's namesake.

The world premiere of "Echoes Through Time" featured Atlanta-area musicians and Agnes Scott music faculty.



Elegant couple Nancy Blake '82 and Jonathan Hubbert at the tea dance.

The closing weekend of the Centennial Celebration coincided with Alumnae Leadership Conference and Investiture as did the opening weekend a year earlier.



I HAVE SO MANY MEMORIES AND PICTURES OF VARIOUS MOMENTS DURING THE CENTENNIAL YEAR — IT'S REALLY TOUGH TO PIN DOWN THE MOST MEANINGFUL OR MEMORABLE. I CERTAINLY CAN'T SAY THERE WAS ONE PERSON WHOM I ENJOYED ABOVE ALL, BECAUSE THERE WERE MANY WHO MEANT SO MUCH TO ME, AND ENABLED ME TO GET THE JOB DONE, IN EITHER CONCRETE WAYS, OR BY THE PSYCHOLOGICAL BOOST THEY GAVE ME BY THEIR INTEREST AND ENTHUSIASM.

ONE OF THE BEST ASPECTS OF THE CELEBRATION WAS THE INVOLVEMENT OF SO MANY PEOPLE THROUGH COMMITTEE AND VOLUNTEER ASSIGNMENTS. COMMITTEES OF ADMINISTRATORS, FACULTY, STUDENTS, AND ALUMNAE CAME TOGETHER TO CREATE SOMETHING — AN EXCHANGE OF IDEAS, A CAMARADERIE — THAT WAS WONDERFUL TO WATCH.

WHEN I ATTEMPTED TO DESCRIBE TO A FRIEND MY DISJOINTED FEELINGS A FEW WEEKS AFTER THE CLOSING WEEKEND, SHE NAMED MY STATE "POSTPARTUM CELEBRATION." DESPITE THE TREMENDOUS FEELING OF RELIEF THAT WE GOT THROUGH ALL THOSE MAJOR EVENTS, AND PRIDE IN THE OVERALL SUCCESS OF THE CELEBRATION, I MISS THE CELEBRATION STEERING COMMITTEE MEMBERS, THE GROUP OF SIX STAFF AND FACULTY AND ONE STUDENT, WHO MET REGULARLY FOR NEARLY TWO YEARS TO PLAN, DISCUSS AND REPORT OUR PROBLEMS AND PROGRESS. NO MATTER HOW UNEASY WE SOMETIMES FELT ABOUT BEING READY FOR THE NEXT MAJOR EVENT, EXCITEMENT AND

PROMISE HUNG IN THE AIR AT THESE COUNTLESS MEETINGS. IT'S BOTH AMAZING AND GRATIFYING TO THINK ABOUT WHERE WE STARTED AND WHAT WE ULTIMATELY ACHIEVED.

PERSONALLY, THE CENTENNIAL CELEBRATION WAS THE OPPORTUNITY TO GET TO KNOW MORE MEMBERS OF THE AGNES SCOTT FAMILY. BECAUSE OF THE NEED FOR VOLUNTEERS, I MADE CONTACT WITH MORE STUDENTS, ALUMNAE, FACULTY, AND STAFF THAN I WOULD HAVE OTHERWISE, AND BECAME FRIENDS WITH MANY OF THEM. WHAT COULD HAVE BEEN A BAPTISM BY FIRE PROVED TO BE A SPECIAL OPPORTUNITY; ONE OF THOSE YOU THINK MIGHT HAVE BEEN PREORDAINED. THAT BECAME THE LONG-TERM GIFT THE CELEBRATION LEFT TO ME.

SOME IMAGES I'LL REMEMBER:

THE OBVIOUS EXCITEMENT AS WE KICKED OFF THE OPENING WEEKEND OF THE CENTENNIAL CELEBRATION WITH NEW BANNERS FLYING, A BAGPIPER LEADING THE CONVOCATION PROCESSION, AND THE CROWD SPILLING OUT OF PRESSER FOR A PICNIC ON THE QUAD UNDER THE GIANT TENT — SO MANY HAPPY ALUMNAE AND A FESTIVE SPIRIT ABOUT US ALL . . .

THE BEAUTY AND ELEGANCE OF THE PARTY AT THE HIGH MUSEUM OF ART IN OCTOBER, GIVEN IN CONNECTION WITH THE MONET EXHIBIT. . . .

THE PRIDE OF ALUMNAE AT THE DECEMBER OPENING OF THE ASC EXHIBIT AT THE ATLANTA HISTORICAL SOCIETY, MACELREATH HALL DECORATED IN ALL ITS HOLIDAY FINERY. . . .

Agnes Scott students performed and sang in parts for Thelma Misgrau's "Echoes Through Time," the nucleus of the Arts Synergy Festival.



These pretty banners decorated the campus throughout the year and alerted visitors to the College's special celebration.



This mother figure puppet sculpture by Elaine Williams '77 filled the Dana Building's courtyard during Arts Synergy week.



Distinguished Centennial Lecturer Rosalynn Carter came to campus many times throughout the year.

Although Hurricane Hugo forced leader Maurice Williams to be a no-show, revelers twisted the night away to music by the Zodiacs.

"BY THE TIME I FINISHED HELPING WITH THE PLANNING AND IMPLEMENTATION OF THE CENTENNIAL CELEBRATION, AND THEN ATTENDING ALMOST ALL OF THE YEAR'S EVENTS, I FELT ABOUT THE SAME AGE AS THE COLLEGE. BUT WASN'T IT A SPLENDID, STAR-SPANGLED TIME!" — BERTIE BOND '53



New board chair Betty Henderson Cameron '43 won a prize at the tea dance for her 20s-flavored outfit.



THE CLOSING WEEKEND LENT ESPECIALLY POIGNANT MEMORIES OF THE WALK TO DECATUR PRESBYTERIAN CHURCH ON SUNDAY MORNING — AND THE SPECIAL SIGHT OF A LONG ROW OF STUDENTS, PARENTS, ALUMNAE, FACULTY AND STAFF MEMBERS ALL DRESSED UP AND ON THEIR WAY TO WORSHIP. . . .

THE OLD-FASHIONED DINNER ON THE GROUND AFTER THE SERVICE — THE LOVELY FRONT LAWN SET UP FOR THE PICNIC, AND THE EXCITEMENT ON SO MANY FACES AS THEY SAW THE BIRTHDAY CAKE, A REPLICA OF "MAIN." . . .

DURING "THE PARTY OF THE CENTURY," I REMEMBER WALKING INTO THE SOCKHOLE AT THE WOODRUFF PHYSICAL ACTIVITIES CENTER. THE PLACE WAS PACKED, DANCERS OF ALL AGES FILLED THE GYM FLOOR AND A LARGE NUMBER OF PEOPLE SAT IN THE BLEACHERS. I FOCUSED ON THE MOTHER OF A SENIOR. SHE WAS PERCHED ON THE EDGE OF BLEACHER'S BOTTOM ROW, PULLING ON THE ASC SOCKS SHE'D BEEN GIVEN AT THE DOOR, AND KEEPING HER EYES ON THE DANCERS. HER PARTNER STOOD A FEW FEET AWAY WITH HIS HAND OUTSTRETCHED, AS ANXIOUS AS SHE TO GET ON THE DANCE FLOOR. THE SMILE ON HER FACE SAID SHE FELT 18 AGAIN! IT WAS THE BEST POSSIBLE COMPLIMENT TO THOSE OF US WHO WORKED ON THE WEEKEND! — CAROLYN WYNENS



LAWN TENNIS WAS THE NORM
WHEN THESE YOUNG WOMEN PLAYED THE GAME
AT AGNES SCOTT, CIRCA 1910.



a stunning legacy,

HOW DIFFERENT THE LIVES OF THOUSANDS OF WOMEN MIGHT HAVE

In 1889, the community of Decatur claimed about 1,000 citizens clustered in the gently sloped woods six miles east of Atlanta. That same year, 36-year-old Frank Henry Gaines became pastor of Decatur Presbyterian Church. From his earlier work in Virginia, the Rev. Gaines brought with him a strong interest in education.

Once in Decatur, the Rev. Gaines saw the need for a private secondary school and broached the subject to several church leaders. Within six weeks of their first meeting in the church manse on July 17, 1889, the Decatur Female Semi-

nary was chartered. The school opened on September 24 with 60 day students, three boarding students and four teachers.

On a visit to Virginia, the Rev. Gaines hired 29-year-old Nannette Hopkins, a Hollins Institute graduate, as the first principal. For the next year or two, the board of trustees talked of finding a man for this post, but the matter was soon dropped. Miss Hopkins remained at Agnes Scott until her retirement 49 years later.

Near the end of the first year, church elder Col. George



TENNIS REMAINS POPULAR
HERE, AND IS NOW PLAYED AT
THE INTERCOLLEGIATE LEVEL.



a shining tomorrow

SEEN WITHOUT THE VISIONARY GIFT OF AGNES SCOTT'S FOUNDERS

Washington Scott offered Dr. Gaines \$40,000 for a school building, saying, "The Lord has prospered me and I do not wish it to harden my heart. . . . I would like a permanent home for our school." He requested that the institution be named for his mother, Agnes Irvine Scott.

The next year the school flourished, doubling its enrollment to 138 students, of which 22 were boarders. In 1890, Agnes Scott published its first annual catalog, offering elementary and secondary school instruction. The catalogue listed board and tuition at \$185 per year. Day students

paid \$7.50, \$10 or \$12 a quarter, depending on their grade.

Meanwhile, Col. Scott became convinced after studying school buildings on a trip north that \$40,000 would not provide the type of building he wanted for the Institute. By the time Agnes Scott Hall opened, he had contributed \$112,250 for five acres of land and building costs. This was the largest gift made to education in Georgia up to that time; today it would equal nearly \$2.1 million.

With electric lights, steam heat, hot and cold running water and sanitary plumbing, the 1891 building expressed a



A VIEW OF CAMPUS, CIRCA 1910-1930. NO ONE SEEMS TO REMEMBER THE TWO BUILDINGS IN THE REAR LEFT.



great vision of the school's future. It had a powerful effect on Presbyterian and other churches throughout Georgia, wrote Dr. Gaines, who later resigned his pastorate to become president of the Institute.

When Agnes Scott began its third session in 1891, the enrollment of 292 students included 98 boarders. Despite strong enrollment, the Institute often operated at a deficit in the early years. Dr. Gaines frequently relied on Col. Scott and other trustees for additional funds. By 1899 President Gaines began Agnes Scott's first fund-raising drive, with a \$100,000 goal, and he worked hard to gain the support of Presbyterian Synods throughout the Southeast.

As new faculty with Ph.D.s were hired and college-level work expanded, the trustees separated the secondary school to become Agnes Scott Academy (elementary grades had been eliminated earlier). By 1906, the trustees had amended the charter to call the school Agnes Scott College and to grant its first bachelor of arts degree. In 1907, Agnes Scott became the first college or university in Georgia accredited by the Southern Association of Colleges and Universities.

The College's growth demanded expanded space and facilities, among them the construction of its second permanent building, Rebekah Scott Hall. Although Col. Scott had died in 1903 after serving ten years as chairman of the board, the Scott family gave \$20,000 from the Rebekah Scott endowment fund for the building, built in 1905.

Still, the fledgling school struggled. Enrollment wavered, and even President Gaines conceded that Agnes Scott's high standards were a barrier to attracting and keeping students. Many parents considered education a luxury for their daughters and seldom took it seriously. Students came and withdrew continually; many lacked the commitment to pursue their degree. Years later, Director of Alumnae Affairs Ann Worthy Johnson '38 would note in her alumnae quarterly column that nearly two-thirds of the College's early alumnae failed to matriculate until graduation.

In 1908, the General Education Board, established in 1902 by John D. Rockefeller, took an interest in Agnes Scott. Over the years, this philanthropic organization gave away more than \$324 million dollars, much of it to southern



A VIEW OF THE SOUTH SIDE OF WHAT
IS NOW THE WOODRUFF QUADRANGLE, PART
OF THE CENTENNIAL RENOVATION.



education. In October 1908, the GEB's Dr. Wallace Buttrick approached President Gaines with a \$100,000 challenge grant, provided the College raised another \$250,000. The trustees accepted the offer and its deadline of Dec. 31, 1909.

By November 1909 the fund-raising committee chaired by trustee J. K. Orr raised \$140,000, including \$50,000 from board chair Samuel Inman for a residence hall and \$25,000 from industrialist Andrew Carnegie for a library. But officials lacked the remaining \$110,000.

College leaders decided to wage a two-week, whirlwind campaign from November 17 to 30. All three area newspapers gave daily accounts of the drive, and a large clock at downtown's Five Points marked daily progress.

During the campaign the Alumnae Association took over vacant space in what was later the Loew's Theater (famous for the premiere of *Gone With the Wind*) and served lunch every day. Leaders from all denominations joined in the fund-raising, and many prominent women canvassed downtown office buildings for contributions. By November 28, they were \$50,000 short of the goal.

The *Atlanta Journal* challenged the city to raise \$50,000 in fifty hours, and the campaign became a city-wide cause. One newspaper carried an open appeal for funds with a subscription form that all Atlantans were encouraged to cut out and send in. Nevertheless, on November 30, \$30,000 remained to be raised. A mass rally was slated for 8 p.m., in what was later called the Municipal Auditorium on Atlanta's Courtland Street.

Amidst appeals by prominent Atlanta leaders, subscriptions continued to come in until 10:55 p.m. Soon after, lacking only \$4,500, J.K. Orr excitedly announced that the Georgia Railway and Electric Company just donated \$5,000 and "the crowd went wild," allowed Dr. Gaines later. Among the next morning's Constitution headlines was this one: "Agnes Scott Clinches Million Dollar Endowment."

It was little wonder the College inspired such pride in Atlantans. Its high standards distinguished it among Southern institutions, so much so that in 1913 it was the only college in the South approved by the U.S. Bureau of Education. Its stringent standards required that all faculty be



MAY DAY, AN AGNES
SCOTT TRADITION SINCE 1903, WAS
DISCONTINUED IN 1960.



members of one of the protestant evangelical churches, and that no teacher was hired without a personal interview with the president.

Some \$20,000 of General Education Board money from a later challenge grant funded the construction of the Anna L. Young Alumnae House, built a year after her death in 1920. Agnes Scott's alumnae house was the second such building in the U.S., and the first in the South; it soon became the center of social life for the College.

The campaign's success came on the heels of a campus typhoid epidemic. By November 8 there were 22 diagnosed cases and four suspected. Some parents called their daughters home, but to their credit, Dr. Gaines and Miss Hopkins sent daily bulletins to parents with the unflinching truth. And although the count rose to 30 cases, all the students recovered. A broken sewer had contaminated the drinking water, requiring repairs of more than \$11,000.

Dr. Gaines died in 1923, leaving a stunning legacy. "From a rented house in 1889, the College had grown to twenty acres of land and twenty-one buildings," wrote Edward

McNair in *Lest We Forget*. There were 435 students and 54 teachers and officers. The assets had grown from pledges of \$5,000 to more than \$1.5 million. After Dr. Gaines' death, the trustees elected Dr. James Ross McCain as president. Dr. McCain had spent the last seven years at Agnes Scott, first as registrar and professor of Bible, then as vice president in charge of fund-raising. By 1920 he had been elected a trustee and charged with hiring faculty and dealing with academic matters as Dr. Gaines' health declined.

"No thoughtful person would ever say that Dr. McCain was a scholar," wrote Dr. McNair. Yet, he is commonly considered Agnes Scott's first "education president." He consistently championed high academic standards, and during his tenure the school installed its chapter of Phi Beta Kappa, becoming the ninth women's college in the nation to do so. Dr. McCain "remarkably developed Agnes Scott, lifting it into the front rank of colleges for women in America," said his successor Wallace M. Alston. Dr. McCain was a founding member of the University Center, a consortium of Atlanta-area institutions of higher education,



DESPITE MAY DAY'S DEMISE,
AGNES SCOTT STUDENTS STILL FIND
WAYS TO ENJOY THE SPRING.



including the University of Georgia.

War bond sales, tin can recycling, knitting, air raid drills, and blackout preparations drew Agnes Scott students into the war effort in 1942. The war intruded in more personal ways, as well. One student's father was taken prisoner on Bataan; others lost brothers and fathers in the fighting. Times were austere: food was rationed and there was no gasoline.

The January 1942 *Alumnae Quarterly* noted that Main Tower had been prepared as a lookout in case of an air raid alarm. "In the event of an air raid," the periodical advised, "students would find themselves very safe on the first or basement floors of Buttrick, Presser or the library since these buildings are made with floors of steel-reinforced concrete."

Once the war ended, Dr. McCain's retirement was approaching, and the board selected Wallace Alston to succeed him. Dr. McCain's fund-raising work during his last years enabled the completion of a new infirmary and a new dining hall, as well as the Bradley Observatory, a science hall, a home for the incoming president, and the new arched

entrance to campus. Another of Dr. McCain's last acts was to lift the campus ban on smoking, conceding the basement of the Hub to those who wished to puff.

A much-respected Presbyterian minister before coming to Agnes Scott, Dr. Alston was called the minister-president. And, like a pastor overseeing his flock, he was, said former colleague C. Benton Kline Jr., "in intimate touch with every aspect of [the College's] being." Alumnae fondly remember Dr. Alston's habit of memorizing the names of each first-year student before they arrived at school. The College admitted and graduated its first black students during his tenure as well.

Dr. Alston created Agnes Scott's first budget. Although his predecessors handled funds frugally, they used no formal budgeting process. He also signed an agreement with Emory University that nullified a prior agreement between the two institutions that effectively prevented Emory from admitting women. The new agreement in 1951 allowed Emory to admit women and ended the time when Agnes Scott and Spelman College were the only places in the Atlanta area



FROM 1936 UNTIL THE 1974-77
RENOVATION, THE FIRST FLOOR OF MCCAIN
LIBRARY LOOKED LIKE THIS.



where a young woman could attend college and live at home. This shifted Agnes Scott toward an increasingly residential college, with more of its students coming from outside Atlanta. In 1951-52, Agnes Scott had 473 students, 317 residents and 156 day students. By 1961, Scott's 650 students included only 58 day students.

Housing quickly became a problem. In 1951, there were still only three dormitories, Main, Rebekah and Inman, and some six cottages used. Hopkins Hall was completed by September 1953.

The next year Dr. Alston appointed a long-range planning committee for the College, charging them with developing a plan that would culminate in the observance of the College's 75th anniversary. Although some plans would later change, by 1964 this effort would add more than \$12 million in assets.

Dr. Alston's tenure coincided with the Civil Rights Movement and was ending as the Women's Rights Movement was coming into vogue. Like their counterparts nationally, Agnes Scott women took another look at the status

quo. From 1969 to 1970 the Special Commission on Rules and Regulations, or SCRAP, as it was known, sought to review and alter outdated social requirements. The end result, Dean of Students Roberta K. Jones told the board as she presented the committee's suggestions, was "to achieve a code of behavior for students that maintains the standards of the College and, at the same time, gives students a sense of freedom with responsibility."

Six years later, the administration allowed men to visit students in their rooms, but only on Sunday afternoons and only with escort to and from the room.

When Marvin Banks Perry Jr. became president in 1973 declining college enrollments had become a national problem, liberal arts curriculums were under fire and increasing numbers of single-sex schools were making the move toward co-education.

Under his leadership, the College added a dual-degree program in engineering with Georgia Tech to its curriculum and began the Return to College Program for non-traditional age students. He wrote of the first group in 1974,



THE FIRST FLOOR STILL HAS STUDY
AREAS, BUT THE RENOVATION PROVIDED
FOR INCREASED STACK SPACE.



"Most have children and are juggling babysitters and car pools in order to return to college. Half of them are receiving financial aid from Agnes Scott in the form of work scholarship or tuition grants. . . . Although most were apprehensive about 'returning to college,' all have done well so far."

That same year the board of trustees amended its charter to broaden membership. Previously three-quarters of the board had to be members of the Presbyterian Church in the United States, the other fourth needed to be "members of some evan-gelic church and sympathetic with the fundamentals of the Christian religion." The new articles of incorporation provided that two-thirds of the board be Presbyterian with the remaining third "in sympathy and accord with the objectives of the College," non-Christians and non-churched alike.

"Through the encouragement of women administrators during [Dr. Perry's] presidency," a columnist noted in the alumnae magazine in 1982, "he provided a time of transition toward the ascendancy of a woman whose time has come."

That woman, Ruth A. Schmidt, became the fifth and

present president of Agnes Scott. Her tenure has seen the formation of the Global Awareness Program, and the beginning of a successful capital campaign to raise \$35 million for the College's physical plant and academic program. Under her guidance, residence halls and other buildings have been renovated and refurbished, many long overdue. A new gym was built and the old one was made into a new student center that offers facilities conducive to meditation or physical exertion.

Dr. Schmidt will be the president to prepare the College for the coming century, much like Dr. Gaines and George Washington Scott did one-hundred years before. Unlike her predecessors, Dr. Schmidt provides a female role model for undergraduate women and alumnae alike to emulate.

Lynn Donham is editor of AGNES SCOTT MAGAZINE.

Centennial time capsule offers keys to ASC's past

If the ancient Egyptians had left a key for deciphering hieroglyphics, archaeologists might have had a much easier time unlocking the secrets of the past. Fortunately for those who come after us, the twentieth century has brought forth the invention of the time capsule, and into these tiny vessels go forth messages to the future.

The Centennial Celebration Steering Committee has decided that putting some current Agnes Scott history into a time capsule, to be exhumed in perhaps fifty or one hundred years, would be a fitting way to end the Celebration. "You should use an occasion like the Centennial to not only look backwards but forward, as well," says Assistant Professor of Theatre Becky Prophet, who co-chairs the committee.

Committee members have yet to narrow down which objects will go into their box, but Dr. Prophet says she has an "active faith that these will be objects that provide answers, rather than questions, to future generations."

The "time capsule" is actually a small (12 x 12 x 10 inches) box that will be buried somewhere on campus. Committee members discovered during their research that another time capsule may be buried somewhere near Main. Both Milton Scott, grandson of founder George Washington Scott, and Caroline McKinney Clarke '27 have vague recollections

of such a ceremony when they were children, perhaps at the College's twenty-fifth anniversary. No one has been able to locate the object.

That can be a problem, says sociologist Albert Bergesen. "My own rough estimate is that several thousand time capsules are ceremoniously squirreled away and forgotten for every one that successfully conveys its cargo into the hands of a future generation," he wrote in *The Atlantic Monthly*.

Historians credit former Oglethorpe University president Dr. Thornwell Jacobs with inventing the time capsule concept. In 1937, discouraged by the lack of accurate information regarding ancient civiliza-

far into the future as the first recorded date in history was in the past.

Westinghouse public relations people coined the phrase time capsule in 1938 when the company decided to send what they termed their "800-pound letter to the future." Perhaps the most famous, thousands viewed the seven-and-a-half foot long, six-inch diameter torpedo-shaped container at the 1939 World's Fair in New York before it descended into its (almost final) resting place.

Major libraries throughout the world hold a book of record from the company detailing the contents of the capsule and explaining how to calculate the opening date (6939 A.D.) by the use of the



tions, he embarked on an ambitious three-year project to scientifically preserve "every salient feature of present day civilization for the future," according to Oglethorpe literature. He finished his 2,000-cubic foot tomb of knowledge, called the Crypt of Civilization, in 1940. Beneath the university's Phoebe Hearst Hall, it is to be opened May 28, 8113 A.D. A date he calculated in 1938 as being as

Gregorian, Chinese, Jewish, Mohammedan and Shinto calendars.

Just in case future generations do not speak English, a key was included to "translate our tongue and to pronounce it 1938 style as well," announced Westinghouse executive David S. Youngholm at the capsule's interment.

It only the ancient Egyptians had been that considerate.

"Miss Daisy's" Uhry among spring lecturers set for ASC

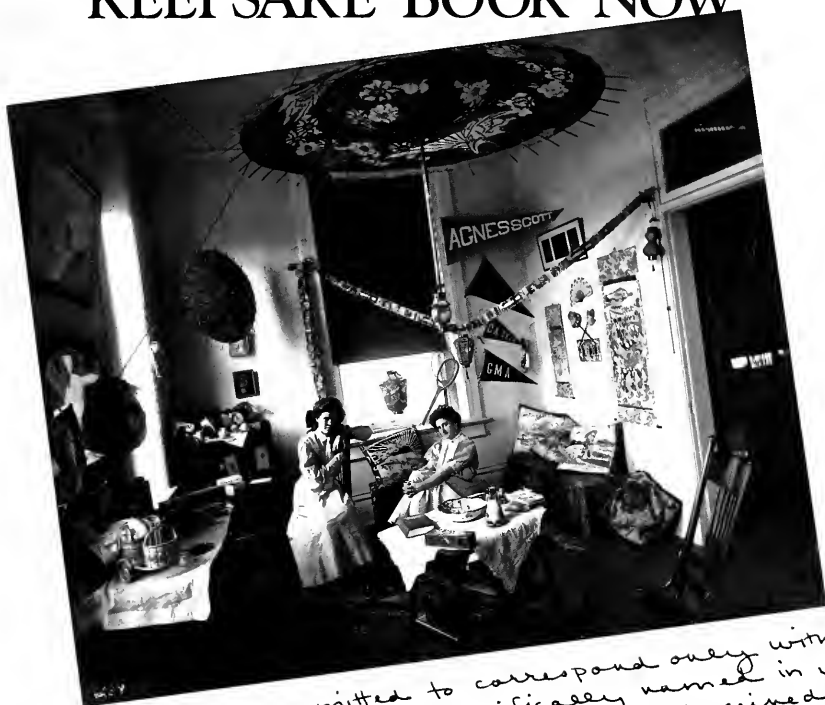
Lots of events dot the spring semester calendar. Playwrights Sandra Deer ("So Long on Lonely Street") and Alfred Uhry ("Driving Ms. Daisy") will be in residence. Ms. Deer will be a visiting lecturer in the spring and Mr. Uhry will participate in the Writers' Festival from April 26-27, as will writer Josephine Jacobson.

Swarthmore College's Dr. J. Barrie Shepherd will be the Founder's Day speaker on Wednesday, Feb. 21, in conjunction with the Community Focus on Faith and Learning Committee. He delivered the sermon during Alumnae Weekend's worship service.

Veteran reporter-commentator Daniel Schorr, formerly of CBS, now a senior news analyst for National Public Radio, is this year's commencement speaker on May 19. The baccalaureate speaker is the Rev. Joan Salmon-Campbell, moderator of the Presbyterian Church USA.

Other noteworthy events: An ongoing French Music Festival; performance arts series appearances by The Negro Ensemble Company on Feb. 22, the Borodin Trio on March 26 and the Blackfriars presentation of *Sister Mary Ignatius Explains It All For You* March 29-30 and April 5-7. For further information about the College's performance arts series call 371-6430. For information about other events contact Agnes Scott's public relations office at 371-6204.

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"Pupils are permitted to correspond only with such gentlemen as are specifically named in writing by parents. Visitors will not be received during school study hours, nor the visits of young men at any time...." (1892-93)

Agnes Scott's first hundred years overflow with memories of people, places and traditions. As the final commemoration of our Centennial, a pictorial history of the College will be issued next spring. This beautiful book will capture the experiences of the students and faculty, as well as include photographs, anecdotes, legends and little-known facts. Published by Susan Hunter Publishing Company of Atlanta, the

book will be a high-quality hardback, over 100 pages long, with a ribbon book-

mark, dust jacket and an embossed linen cover. The book is written by Archivist Lee

Says '69 and Dr. Christine Cozzens, English professor and director of Agnes Scott's Writing Workshop. Until February 22, 1990, you can order this special book for \$29.95 plus \$3.50 shipping and handling. The regular price will be \$39.95 plus shipping and handling. To order, make checks payable to Agnes Scott College and send to Centennial Book, Agnes Scott College, Decatur, Georgia 30030.

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